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ABSTRACT

Intended to challenge students in grades 4-9 to deal creatively and constructively with conflict, this interdisciplinary resource book contains 40 reproducible student worksheets that can be incorporated into social studies, science, and language arts curricula. Teaching techniques include modeling, mediation, problem-solving, brainstorming, role playing, visualization, body movement, and integration of conflict-resolution concepts. Lessons encourage students to develop positive interpersonal skills, respect human differences, understand the causes of conflict, practice conflict-resolution strategies, learn ways to handle frustration and anger, and explore conflict as a positive force for change within the democratic process. Incorporated within the text, the teacher's guide presents major concepts, important vocabulary, teaching suggestions, discussion questions, and extension activities for each lesson. A posttest concludes the booklet. (LH)

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Creative Conflict Solving For Kids

Grades 4–9

SP016 853

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Second Edition

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How To Use This Guidebook

Dear Teacher, you are the key person in making **Creative Conflict Solving for Kids** meaningful and exciting. We encourage you to modify and adapt the worksheets to reflect the needs of your students. While the concepts can be taught in many different styles of classrooms by many types of teachers, it is crucial that the environment be one that is non-threatening and encourages cooperation, risk-taking, and group interaction.

Components of Each Worksheet

Concept identifies the focusing idea of each worksheet within a unified framework. The concepts carefully build, one by one, toward an overall understanding of the skills of conflict resolution.

Teaching Suggestions offer ways of using each worksheet. We recommend that you read them before passing out a worksheet because sometimes an important activity precedes the student page.

Discussion Questions offer students the opportunity to interact personally, re-assess their own values and perceptions, and build on basic concepts.

Putting It Together ties together students' perceptions and worksheet concepts while providing activities to practice skills.

Extending Activities take students one step further to explore conflict beyond the interpersonal level through social studies, science, language arts, music, and art.

Your Challenge explores each concept through extended creative activities and encourages risk-taking.

Techniques

The way you present each lesson and develop the concepts will determine how successfully your students will understand and apply conflict resolution skills. We would like to share some techniques that will help you to actively involve your students in this exciting and relevant learning process.

Modeling is the most important strategy of all. The way you talk to your students, your body language, tone of voice, and the way you handle conflict, can create a nurturing environment in your classroom where students' self-concepts can grow as they become competent decision-makers. Because our society offers so few positive role models in conflict resolution strategies, it is crucial that you provide an environment where children can take risks as they explore and learn responsible behavior patterns.

I/You/We Win is a technique to help you deal with a student with whom you are having a conflict.

a. Acknowledge feelings of anger, frustration, and hurt. (Student's and yours)

b. Offer choices. Cornering a student makes him/her lose face in front of peers and leaves no choices but to attack, withdraw with unresolved hostility, or get even.

c. Look for a win/win situation where you can teach and your student can learn (your common goal) in an environment of trust and respect.

d.Use caring language. Put-downs and threats cause conficts to escalate and breed feelings of hostility and revenge.

e. Model the behaviors you want your students to use.

f. Avoid asking, "Why did you . . . .?" Instead, have student state what happened and how he/she feels about it.

Mediation is a quick, fair way to resolve a conflict between students. A mediator does not take sides, but serves as an impartial listener and facilitator to help the people in conflict come to an agreement. A modified mediation technique that has been successfully used in the classroom is:

a. Have each student tell what happened while the other listens.

b. Have each one repeat what the other person said.

c. Summarize what you think each side is saying and make sure that each person understands how the other person perceives the problem.

d. Ask each student how he/she feels. (It is important for students to know that both are hurting.)

e. Find any points of agreement, no matter how small. (Example: They both have the problem, they both hurt, they both want to solve it, etc.)

f. Ask both sides to offer suggestions on how the conflict can be resolved. Help them evaluate choices. (Offer other choices only if necessary.)

g. Help both sides come to a fair agreement. What choices can they live with? Tell them you will check with them soon to see how the agreement is working. If either side fails to live up to the agreement, repeat the process, and have them sign a statement of agreement.

Remember: Who is to blame, who started it, and "Why did you do it?" will bog down the process. Re-direct students past their adversary roles to help them perceive the problem as something they have to solve together.

Problem-Solving gives students a framework and techniques for creative conflict solving: Identify the problem and don't lose this focus. Don't get distracted by other things and people who have nothing to do with the problem. Attack the problem, not the person. Listen with an open mind (what is the other side of the story?) Treat everyone's feelings with respect (name-calling and blaming don't help). Say what you feel and what you want in non-threatening language. Think of as many ways as you can to solve the problem. Together, choose a fair solution and try it. Remember, you both have the problem and you both have the responsibility of solving it fairly.

Brainstorming is an effective technique to gather ideas about a specific issue or problem. The problem is stated and then a key question is asked such as, "What could ----- do in this situation?" Then the brainstorming group throws out many ideas without discussing or criticizing them. The atmosphere should be absolutely non-judgmental. Accept all ideas without comment. No matter how wild or unusual an idea is, it may be a springboard to a new and creative way of looking at a problem. Record ideas on chalkboard. Categorize, simplify, and evaluate. Discuss and develop those ideas which seem most relevant.

This process gives students the opportunity to build on each other's ideas as they define problems and explore possible solutions. Remember, two heads are better than one, and five heads are better than two. Brainstorming can be done in small groups, or as a total class. Brainstorming can be integrated into every subject.

Role-Playing provides opportunities for students to respond to conflicts and become aware of how those responses escalate or de-escalate a conflict situation. Role-playing allows students to take risks and practice new responses within a non-threatening environment.

The role-playing process includes:

a. Skits - present a problem to be resolved. Skits can be stopped at any point (freeze technique) for students to observe escalating and de-escalating factors and suggest alternate endings. This technique helps students develop decision-making skills.

b. Role-reversal - puts students in the other person's shoes and gives a different perspective of the problem. When students reverse role play, they develop an empathy for the feelings and needs of the "other side." This is a very important technique for developing perception skills and increasing understanding.

c. Puppetry - offers a prop in which students can talk more freely in a non-threatening way. Simple puppets can be made from paper bags, socks, popsicle sticks, and paper.

d. Simulations - give students an opportunity to explore choices within a structured framework. Examples include historical (settlers/Indians), contemporary (wetlands/development), or future (overpopulation/food) conflicts. This technique gives students a meaningful situation in which to explore values, and apply perceptual and decision-making skills.

Visualization encourages imagination and offers new, creative, problem-solving possibilities. "If you can imagine it, you can create it." Visualization can be used to open the mind for brainstorming and for mental rehearsal of what to say or do in a difficult conflict situation. Visualization can be used in all subject areas to strengthen visual imagery.

Body Movement is a physical activity which allows students to interact while respecting each other's territory. Students sharpen active-listening and problem-solving skills while developing self-control through movement. Students may move to music, a drum beat, or silently, while exploring space together. Some body movement activities include:

a. Mirroring - In a circle, ask students to be "your mirror" and to reflect your movement. Keep it simple. After a few minutes, ask a student to take over. Change often so many students have the opportunity to give directions to a large group. Mirroring can also be done in pairs with students taking turns as the leader.

b. Moving to a drum beat - Begin with a single beat and have students move once with a sharp, clean thrust. Add two, three, and four beats and ask students to respond to each beat. Then, have students move in a slow, sustained flow to a tappety-tap gentle drum roll. Vary the pattern (Example: beat, beat-beat, sustained....., beat) to encourage active-listening and creative problem-solving through movement. Next,group students in pairs and tell them that each pair is in a big bubble. Let students interact in their bubble to the drum beat as they explore their common space. This technique is useful in developing body awareness, communication, and respect for each other's space.

Integrating Conflict Resolution Concepts gives a unified theme to all aspects of your curriculum. Literary selections, historical events, films, current events, etc., can be discussed within a problem-solving framework. Choose questions which are appropriate to your lesson:

What is the conflict (problem)? Who is involved? What events led to the conflict? What were the feelings? Needs? Perceptions? Values? How did these contribute to the conflict? What effect did the conflict have on each person involved? What alternatives/choices were available? How else could the conflict have ended? What would you have done? This is a good place for visualization, role-playing, and creative writing.

Introduction to Conflict

Notes

Conflict and Me _____ Page 1

Teaching Suggestions:

1. Use as a pretest to see how students presently handle conflicts. Collect and hold until end of unit so that students can evaluate their progress in dealing with conflict.

2. Have students begin a conflict notebook. Encourage them to personalize it with art, poetry, cartoons, creative writing, etc.

A Letter From the Authors _____ Page 2

Concept: We are all responsible for the kind of world we live in. Peaceful actions begin with the individual.

Teaching Suggestions:

1. Discuss:
   a. Do you agree with Chris's comments? (Give students the opportunity to share their feelings and ideas.)
   b. What is a peacemaker?
   c. The authors say that peacemaking begins with you. What do you think that means? What can students your age do to make this a more peaceful world? (While it is difficult to do peacemaking on an international level, encourage students to think of ways that they can be peacemakers - in their homes, schools, etc.)
   d. Do you know of any people who are working to help make this a better world? What are they doing?
   e. What does it mean to **think creatively?**
   f. What is the **choice** the authors are talking about when they say "the choice is yours?"

Extending Activities:

1. **Visualization.** Close your eyes and make believe you have a movie screen spread out behind your eyes in your mind. On your movie screen visualize what a world at peace looks like. What sounds do you hear? What do you see? What are the people doing? How are they acting towards one another? What other things do you see on your screen? (Visualize for about 1 minute. Discuss and illustrate.)
2. Create a bulletin board with student art work entitled "The World I Want to Live In" or "My World." Students can select their own title.
3. Learn lyrics to "Let Peace Begin with Me."

The Wise Men and the Elephant _____ Page 3

Concept: Differences in perception can cause conflict.

Vocabulary: perception, conflict

Teaching Suggestions:

1. Introduce vocabulary. Have students begin a glossary in the back of their Conflict Notebooks to which they will add vocabulary words throughout the unit.
2. Read and role play the story.
3. Discuss:
   a. Why don't we all see things in the same way?
   b. How can these differences cause conflict?
   c. Why do people in an argument believe that they are so right?
   d. Can you think of a time when you had a conflict over perception?

Extending Activities:

1. Look at a familiar object from a different point of view. (upside-down, looking up, down, inside-out, etc.) Describe it.
2. Begin to collect newspaper/magazine articles dealing with conflict. Share findings. Classify each article as conflict over: perception, things, land, resources, environment, etc.

Have You Ever Wondered? _____ Page 4

Concept: Conflict is a natural part of our lives. It is possible to learn to deal constructively with conflict.

Vocabulary: constructive, nonviolent, consequences, resolve, frustration

Teaching Suggestions:

1. Write "Have You Ever Wondered?" on the board. Divide class into groups of five. Give them 10 minutes to "brainstorm." Share.
2. Jose, a fifth grade student, defines conflict as "a problem that needs to be solved." Do you agree?
3. Discuss the worksheet.

Extending Activities:

1. Make a word search with the vocabulary words. Exchange and complete.

2. Encourage students to search for articles that show conflicts which are handled constructively. (Labor/management disputes, court system--judges and juries, World Court, United Nations, Citizen Dispute Boards)

Exploring Conflict — Page 5

Concept: Conflicts exist at all levels, from individual to international.

Vocabulary: internal conflict

Teaching Suggestions:

1. On 3x5 cards, write conflict situations you have had at home, school or play. (Students do not need to put their names on the cards, nor tell how they resolved the conflict.) Collect. Each day have students select one or two cards and offer, as Conflict Managers, nonviolent ways to resolve the conflict.

Extending Activities:

1. Bring in songs that deal with conflict.
2. Find examples of conflict in children's stories. (Cinderella, Stone Soup, etc.)
3. Identify issues that are causing conflict in your community, state, nation. (environmental concerns, political campaigns, human rights, war) List students' responses on board and classify conflicts as internal, between people, between groups, or nations. Which group has more reported conflicts? Why do you think this is so? Do any of the conflicts remind you of the story of The Blind Men? Do you think differences in perception are affecting the conflict? Explain.
4. Watch a dramatic television program and analyze the conflicts. What was the conflict about? Who was involved? How was the problem resolved? Was it realistic? Were there other ways that the conflict could have been resolved? Share ideas.

Conflict Resolution Strategies

Tug O' War — Page 6

Concept: People in a conflict need to work together to solve a common problem.

Vocabulary: opponent

Teaching Suggestions:

1. Have a tug of war. **Discuss:**What determined which side won? (physical strength)
2. Discuss the worksheet:
   a. Would you like to have all your conflicts resolved like a tug of war? (The strongest always wins.) Would it be fair? Explain.
   b. Tie two students up in knots with the same rope. Ask: Are both of you responsible for finding a solution? Why?
   c. Compare the "Tug O' War" with "Tied up in Knots." How are they alike? Different? (One has an opponent, the other shared the conflict.)

Closure: When conflict is dealt with like a Tug O' War, the opposing forces waste energy and create a win/lose situation. What does the winner "win?" Will the loser accept this position? What happens when someone loses face? Is the problem resolved?
It is important that students begin to perceive conflict as a common problem to be resolved by pooling energy and working together as partners. This is a win/win situation.

3. Tell what the words "enemy" and "friend" mean to you.

4. Complete **Putting It Together** and share.

Extending Activities:

1. Brainstorm ways that governments might change "enemy" nations into "friends." (Students may not know that at one time the United States was at war with England, Germany, Japan, and Italy. Now they are our friends. During World War II the Soviet Union was our ally, but now there is conflict between the two countries.)

Fighting Fair — Page 7

Concept: Conflicts can be handled fairly and constructively by learning some rules. The goal of fighting fair is to make everyone a winner.

Vocabulary: open mind, threatened

Teaching Suggestions:

1. Give class a game to play without rules. Discuss: Why do we need rules?

2. Read and discuss worksheet:
   a. Why do people need rules to fight? Are there any rules that you would like to add? Take out?
   b. "What Do You Win?" Do you agree with the listing? If not, why? What would you add?
   c. When a conflict is handled unfairly, what happens? What do you lose? (List responses on board.)

3. In small groups, complete **Putting It Together**. Share, act out, discuss.

Extending Activities:

1. Create a **Rules for Fighting Fair** bulletin board.

2. Report the effectiveness of using rules for fighting fair with brothers, sisters, classmates, etc.

3. Andrew, a 7th grade student, asks, "Why should I have to fight fair when other kids don't?" How would you answer Andrew?

You Call It! Page 8

Concept: Fouls make it difficult, but not impossible, to resolve conflicts fairly.

Teaching Suggestions:

1. Read and complete introduction. Share and discuss.

2. Visualization: Close your eyes and visualize a tiny referee on your shoulder who helps you fight fair and calls the fouls. (Wait 30 seconds.) Think about a conflict that you had recently. Ask your little referee to help you fight fair to resolve it. Draw a comic strip showing what happened. Share.

3. **Putting It Together:** Act out skits. Assign *Be a Referee.* Identify characters who used fouls or fought fair. How did the fouls affect the conflict? (It depended on whether or not the other person fought fair.) It is important for students to realize they have the power to change the direction of a conflict, from fouls to fair.

4. Discuss: What would the world be like if everyone acted unfairly?

5. Jane and Leroy did not respond to Lisa and William's fouls because they knew the rules for fighting fair. Now that you have learned the rules for fighting fair, try "fighting fair" with someone who uses fouls. Report the results to the class.

Extending Activities:

1. **Games People Play:**
   a. Write the following game titles on the chalkboard and ask students to tell how each "game" is played. Discuss how these "games" may cause conflict. Ask students to suggest ways of dealing with people who play these games.

   The Blame Game-"It's not my fault." (never takes responsibility for behavior)

   The Name Game-"You &%*$%¢." (likes to give it out but often can't take it)

   The Fame Game-"I'm Number One." (the big-shot)

   The Claim Game-"It's mine." "I was here first." (things are more important than people)

   The Shame Game-"You're so dumb." (ridiculing or humiliating others makes this person feel important)

   b. Discuss: Are we born knowing these games or do we learn them? Can these habits be changed? If so, how? (Have your little referee listen to see if you play any of these games and call foul when you do.)
   Focus: these patterns are as difficult to break as biting nails, over-eating, smoking, etc., but people can change them if they really want to.

Strategies _____ Page 9

Concept: There are many strategies to resolve conflicts constructively.

Vocabulary: strategies

Teaching Suggestions:

1. Read and discuss worksheet. Have you ever used any of these strategies? How did they work? Role play.

Extending Activities:

1. Have small groups observe strategies used for resolving conflicts in several areas of the school. (cafeteria, playground, library, etc.) Report findings.

2. In small groups, make puppets to dramatize conflict situations. Identify the strategies used.

Creative Communication _____ Page 10

Concept: Language can escalate or de-escalate a conflict depending on how it is used.

Vocabulary: communicate, escalate, de-escalate

Teaching Suggestions:

1. Discuss the introduction.

2. Role play the situations listed. Be aware of tone of voice, body language, and words used. Focus: Non-threatening communication is much more creative because it takes brains instead of just "blind" reacting.

3. Complete **Putting It Together.** In small groups, brainstorm ways of responding with *"I Care"* language. Share.

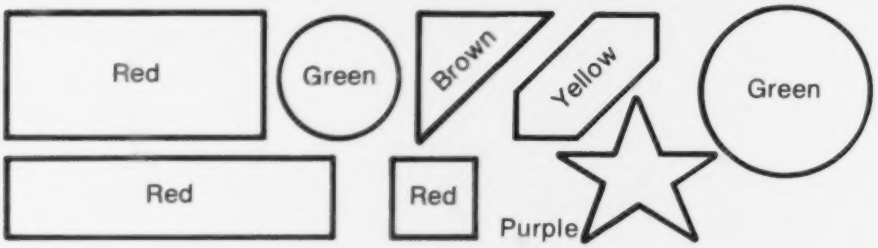
Extending Activities:

1. Play the **Telephone Game.** Whisper in a student's ear, "Meet me on Saturday at 2:30 at the corner of Park and Main." Have this message whispered from student to student around the room. The last student to hear it will say it aloud to the class. Compare the last response with the original statement. How does listening affect communication? How might poor listening skills escalate a conflict?

2. Demonstrate **Down-Listening** and **Up-Listening.** Tell students to think of their favorite place while you read a paragraph to them. (Read anything handy, like directions, etc.) When you are done, ask students what you read. They probably won't know. They were in the "down listening" state. Now tell them to Listen Up: "Sit up straight. Listen carefully to what I'm going to say." Read the same paragraph. When done, ask them what you read. They will be amazed by the difference in responses. Discuss: Why is it important to use our "up listening" skills in a conflict situation?

3. Play the **Communications Game.**
Give each student a set of shapes to color and cut. Have students sit back to back with a partner. Say, "One of you is the Teller. The other one is the Listener. The object of the game is for the Teller to make a pattern with the shapes and tell the Listener how to make the same pattern. No peeking."

When partners are finished, compare patterns. Ask: Do your patterns look the same? How well did you communicate with your partner? Do conflicts occur sometimes because it is so difficult to say what we really want to? Then switch roles and repeat.



Booga, Booga, Booga _____ Page 11

Concept: It takes practice to resolve conflicts constructively.

Vocabulary: mediator

Teaching Suggestions:

1. Role play the Blondie cartoon.

2. Discuss: What was Dagwood's original plan for resolving the conflict? Did he follow it? Do you think he needed more practice as a *mediator*? What strategy did he finally use? (Humor) How did his family react?

3. Complete the worksheet. Provide ample time for creating, rehearsing and presenting puppet plays. Discuss the strategies and communication skills used.

Extending Activities:

1. Bring in other comics which show how poor communication skills cause conflict.

Behavior and Conflict

What is Behavior? _____ Page 12

Concept: Behavior is everything a person does. Some behavior is innate and some is learned. Behavior can cause conflict. Humans have the ability to evaluate choices and make responsible decisions.

Vocabulary: innate, behavior

Teaching Suggestions:

1. Before handing out worksheet, discuss:
   a. What is behavior? Come up with a definition. Check with a dictionary and compare.
   b. Who decides whether behavior is good or bad?
   c. Are you born with your behavior?
   d. Have you ever heard anyone say, "You're acting like a bunch of animals"? What are some differences between animal and human behavior? (Make a list)
   e. What does it mean to be human? (You might want to compare their responses with those given by some junior high school students: Humans plan for the future; think abstractly; create art; consider alternatives and consequences of their actions; display compassion; have a conscience; have advanced technology; pass ideas to future generations.

2. Assign worksheet and discuss cartoon:
   How does the adult perceive the children's behavior? How has the children's behavior caused a conflict? Where do you think they learned this behavior? What could the "little referee" tell the children or adult to help change the direction?

3. Discuss Charts. What generalizations about behavior can you make? (see **Concepts**)

Extending Activities:

1. Share examples of cultural diversity:
   a. In some cultures, people "burp" after a good meal to let their friends know how much they enjoyed it. This is considered a sign of good manners.
   b. In one of the Polynesian Islands, people stick out and flutter their tongues to say hello.
   c. In China, men often hold hands while walking together.
   d. In Malaysia, it is considered insulting for people to give or take anything with their left hands.

   Discuss: Did you ever think that what is "good manners" in one culture may be "bad manners" in another?

T11

2. In small groups: "Pretend that you are marooned on a deserted tropical island. It may be years before you are found. Your task is to set up rules for your behavior and punishment for rulebreakers." (Have each group share and compare their rules.)

   Discuss:

   a. Why do groups develop rules?

   b. Who decides what rules should govern people's behavior? (parents, peers, teachers, religious leaders, government leaders, ethnic groups, etc.)

   c. How are these rules enforced? (peer pressure, reward, punishment or fear of punishment, conscience, etc.)

   d. How are rules changed? (riots, petitions, rebellions, laws, lobbies, revolution, group consensus, religious edicts, etc.)

3. Keep a record of three television programs and tally the number of violences (physical and verbal). Compare and discuss: How does television violence affect behavior?

4. Conduct a poll: "Do you think that television influences young children and teenagers to behave aggressively? If so, how? Does television influence your behavior? In what ways?" Share findings.

5. Research one of the following groups:

   Hopi Indians _____ *Yanomamo Indians of Venezuela and Brazil*
   Tasaday of Mindanao _____ *Bushmen of the Kalahari* ____ *Eskimos*

   Are they peaceful or warlike? How are children brought up? How are conflicts handled? What factors might contribute to one culture being peaceful and another being warlike?

Maybe Yes, Maybe No _____ Page 13

Concept: Behavior can be appropriate or inappropriate. Where I am, with whom, and when, help determine appropriate/inappropriate behavior. Inappropriate behavior can cause conflict.

Vocabulary: appropriate, inappropriate

Teaching Suggestions:

1. Discuss introduction.
2. Complete worksheet and share.

Extending Activities:

1. Observe the behavior of a younger brother or sister. How do young children learn appropriate/inappropriate behavior?

2. Observe a pet's behavior. How does it learn appropriate behavior?

3. Invite a person from the zoo, animal shelter, etc., to talk about how animal behavior is similar/different from human behavior.

4. Investigate reasons for conflict among animals and compare with human conflict.

5. Play the **Straw Tower Game**

Purpose: To experience cooperation, conflict, competition; identify group dynamics (appropriate and inappropriate behavior).

Materials: plastic straws, cellophane tape.

Directions:

a. Group students randomly and give each group a box of straws and tape.

b. Say, "Your group will have 15 minutes to build a tower using tape and straws. The tallest tower wins."

c. After 15 minutes, discuss: How well did your group cooperate? Was there any inappropriate behavior? How did it affect the group?

But I Was Only Kidding _____ Page 14

Concept: Inappropriate behavior can be physically and emotionally destructive. Constructive behavior causes people to feel worthy, secure and capable.

Vocabulary: constructive, destructive

Teaching Suggestions:

1. Complete top half of worksheet. Discuss and roleplay.

2. **Putting It Together:** Discuss. Roleplay the new scripts.

3. Compare "Sticks and Stones" with Dickinson's and Sandburg's poems:

Words

A word is dead once it is said, some say.
I think it just begins to live that day.
Emily Dickinson

Primer Lesson

Look out how you use proud words
When you let proud words go, it is not easy to call them back.
They wear long boots, hard boots; they walk off proud;
they can't hear you calling--
Look out how you use proud words.
Carl Sandburg

Discuss: Why do people use hurting words?
Focus: Words have power. Hurting words can be as deadly as weapons. Challenge students with the idea of having the power to make someone feel good with words.

Extending Activities:

1. Reproduce Times Report and discussion questions (See below).

2. Collect and identify newspaper articles that illustrate constructive and destructive behavior. Post on bulletin board.

3. In small groups, describe ways that families are affected by unemployment, poverty, alcoholism, divorce, illness, drugs, physical handicap, death of a loved one, new baby, grandparents moving in, etc.

4. Identify community groups that help people "defuse" the frustration and anger that these problems cause.

5. Invite social workers, community workers, etc., to speak to the class.

The Times Report

Mother Jailed for Abusing 10-Month-Old Baby

Drunk Driver Causes 5 Deaths

Fighting Continues In Middle East

Teenager Risks Life To Save Drowning Child

Community Pitches In To Help Family Whose House Burned Down

"Supermom" Adopts 12 Unwanted Children

Teenage Girl Found Dead Of Drug Overdose

United Way Goes Over The Top

10 Year Old Found Guilty of Mugging Elderly

Switzerland Celebrates Over 100 Years of Peace

Discuss:
a. Which headlines show constructive behavior? Destructive?
b. What conditions might cause a person to hurt her baby and another person to help twelve "unwanted" children?
c. Why do some people risk their lives to save the life of a stranger?
d. Why do many communities pitch in to help a family in trouble?
e. In what ways are the behaviors of the teen-aged girl and the drunk driver similar?
f. What conditions might cause a person to get involved with alcohol or drugs?
g. What conditions might cause one country to live in peace with its neighbors while another goes to war?

Who Controls Me? _____ Page 15

Concept: You are responsible for your behavior. Peer pressure has a strong influence on behavior.

Vocabulary: responsible, mature

Teaching Suggestions:

1. Discuss the introduction and role play "They Made Me!"
2. Discuss **Putting It Together.** How would you handle the situation as one of the parents, Miss Jones, or the judge? Role play.

Extending Activities:

1. In small groups, write skits in which the main character stands up against peer pressure. (stealing, substance abuse, vandalism, cheating)

Observing Conflict _____ Page 16

Concept: We can increase our understanding of conflict by observing and analyzing it.

Teaching Suggestions:

1. Keep an accurate record of the conflicts you observe. Share findings.

Forces That Shape Behavior—Basic Needs

Who Needs It? _____ Page 17

Concept: Basic needs influence our behavior.

Vocabulary: basic needs, physical needs, psychologist

Teaching Suggestions:

1. Before giving out worksheet, ask:
   What are some of the things that you do in the first hour you are awake in the morning? (Responses wil usually include: eat, watch T.V., play with pet, kiss Mom, use bathroom, get dressed, etc.) Record the responses on the board.
2. Assign worksheet. Discuss introduction. Tell how Dr. Maslow grouped these needs into five categories. Then compare the activities listed by the students with Dr. Maslow's chart. Have students agree on a symbol for each of the needs (heart for love and friendship, sun for self-fulfillment, etc.). Classify needs and discuss: For each of the five basic needs, tell how our behavior may change if that need is not satisfied.
3. Complete **Putting It Together** and discuss.

Extending Activities:

1. How did your needs as a baby differ from your needs now? How will your needs change as you grow older?
2. Make a cooperative collage showing the basic needs of people.
3. Invite a social worker or juvenile officer to speak to students on how unmet needs affect behavior.
4. Read and act out *I Am Loveable and Capable* (available from Argus). Have students keep a record of all the things that happen to them that make them feel unloved and not capable. Also, keep a record of all the things that cause them to feel loved and capable.

Love and Friendship _____ Page 18

Concept: Love and friendship are important basic needs.

Vocabulary: environment, respect, anxiety, insecurity, qualities

Teaching Suggestions:

1. Discuss the introduction. What is meant by a "loving environment"? Do "caring" and "love" mean the same thing? Why is it easier to work out a problem when people show love and respect? Why do we sometimes hurt the ones we love?
2. Doctors have discovered that babies who do not receive loving human contact do not develop normally and sometimes die. How important is **Love** in our lives?
3. Assign the worksheet. Discuss and role play.

Extending Activities:

1. Write a short composition on how you feel when experiencing a new situation.
2. Find poems or lyrics from songs with the theme of love and friendship.
3. Find out how other cultures show love and friendship. If possible, invite foreign students to talk to the class about these ideas.

What Should I Do? _____ Page 19

Concept: Unmet needs may lead to inappropriate behavior.

Teaching Suggestions:

1. Complete worksheet and discuss.

2. Small group brainstorming:
   a. "Caught"
   How do you think Joan should be punished? What would you do if you were Joan's mom? Suggest more appropriate ways that Joan could have gotten her mother's attention.
   b. "Chicken"
   What do you think Richard will do? What would you do? Why do kids dare each other to do things they know are dangerous? Suggest some ways that you can refuse a dare and still keep your friends.

Extending Activities:

1. Write stories showing how the need for love and friendship can cause conflict. Share.
2. Analyze stories in basal readers focusing on unmet needs and inappropriate behavior. Suggest ways that the characters could satisfy their needs appropriately.

Unreasonable Risks _____ Page 20

Concept: Unmet needs can cause people to take unreasonable risks.

Vocabulary: psychological dependence

Teaching Suggestions:

1. Read and discuss worksheet:
   a. Does it make sense to take a risk when you have nothing positive to gain?
   b. What are some valuable things that an unreasonable risk might cause you to lose? (community respect if caught shoplifting; self-control from substance abuse, etc.)

Extending Activities:

1. Write and act out TV commercials aimed at younger children showing the danger of dares.

Reasonable Risks _____ Page 21

Concept: Reasonable risks challenge us to become more responsible, skilled, and competent.

Vocabulary: press conference, polluters, reasonable risk

Teaching Suggestions:

1. Identify ways that your parents, teachers and friends challenge you to become more responsible.

2. What are some ways that we challenge ourselves?

Extending Activities:

1. Find articles which tell about people who take reasonable risks. (sports, science, handicapped, education, etc.) What did they risk? What did they gain?
2. Research historical figures who took reasonable risks. (Helen Keller, Columbus, Stravinsky, Picasso, Curie, etc.) What did they risk? What did they gain?
3. Role play: Friends are challenging you to take a dare (drugs, alcohol, sex, stealing, physical feat, cruelty to another person, etc.). Your challenge is to find ways to stand up for what **you** think is right. What are you risking? What will you gain?
4. Find, discuss, and illustrate proverbs that show risk-taking. (*Nothing ventured, nothing gained; A bird in the hand is worth two in the bush; Don't put all your eggs in one basket,* etc.)

I Am Somebody _____ Page 22

Concept: All people need to feel good about themselves.

Teaching Suggestions:

1. Discuss: What does the title mean? Why is it important to be a "somebody"? Why is everyone "unique"?

2. Encourage students to individualize their shirts for an interesting bulletin board. Students enjoy guessing who the shirts belong to.

Extending Activities:

1. Discuss: What does personality mean? Is personality innate or learned? Can personality be changed? How?

2. What traits do you think a person needs in order to have a "nice" personality? List on board. Place in priority order.

3. a. Make posters, collages, cartoons or write poems, depicting the following kinds of personalities: snob, show-off, wise guy, bully, tattler, boss, bragger, whiner, put-downer, provoker, bore.
   b. Discuss how these personalities can cause a conflict. Where are these personalities learned? What unmet needs might cause a person to develop one of these personalities?

4. Have students put a stamp-pad thumb imprint on their page and examine with a magnifying glass. Compare with others.

5. Read and discuss poem "*I Am Nobody,*" by Emily Dickinson.

Forces That Shape Behavior – Values And Perceptions

My Values _____ Page 23

Concept: Our values greatly influence our behavior and the decisions we make. Our values may cause conflict with others or within ourselves.

Vocabulary: values, consequences, conflicting values, prejudice

Teaching Suggestions:

1. Values activity: Before giving page to students, have them write five things that are the most important to them on separate pieces of paper (health, religion, family, friendship, money, records, car, etc.). Then tell them to "throw away" one of the papers that is not as important as the others. Continue until they have only one piece left. Ask students to share the item they kept and tell why. Afterwards, let them "take back" their discarded important things. You'll be surprised at how relieved they'll be! (List students' values on board to be used later with the worksheet.)
2. Discuss: Could we live without values? Would you want to? Why are emotions often difficult to control when a conflict involves values? (Basic beliefs are being threatened.) Why is creative communication even more important in resolving a conflict over values than a conflict over a possession?
3. Pass out worksheet and discuss introduction. What would you be willing to risk (money, friendship, pleasure, pride, smoking, drinking or eating habit, test grade, life, etc.) for the values listed on the board.
4. What things did you value when you were six years old? How have they changed? Are any of them still the same? How do you thnk they will change in twenty years?
5. *What Do Kids Care About?*
   a. Identify the values of the four young people in the survey. Compare with those of your class. How are they alike? Different?
   b. How might these values cause a conflict? (freedom/censorship, freedom/curfew, freedom/responsibility, music/obligations, sound/quiet house, environment/industrial needs, jobs/agricultural needs, education/immediate rewards)
   c. Where do we learn our values? How do values shape our behavior?
   6. Discuss *When Values Clash.*

Extending Activities:

1. "If" Game. Close your eyes and imagine what the world would be like if:

- someone gave you a million dollars?
- you had the power of superman/superwoman?
- you were the President of the United States?

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Give students art paper and ask them to draw what they visualized. Share art work and discuss the values they decided were important. (helping others, developing self, making the world a better place, etc.)
Closure: What kind of world did you build with your visualization?

2. Research and report on historical value conflicts such as:
   women and the right to vote,
   Indians and settlers,
   ranchers and homesteaders (fences vs. open range),
   slavery vs. abolitionism.

3. Gather information on current value conflicts such as:
   Jet ports vs. wetlands,
   nuclear vs. conventional power,
   off-shore rights (minerals, fishing, oil, etc.),
   animal experimentation,
   Equal Rights Amendment.

4. Report on value conflicts demonstrated on TV "sitcoms."

5. Make a "values collage" for a bulletin board display.

Decisions, Decisions, Decisions _____ Page 24

Concept: Decisions are influenced by values, perceptions, needs, experiences, and feelings.
Decisions have consequences.
We must take responsibility for our decisions and their consequences.

Teaching Suggestions:

1. Discuss introduction.

2. **Putting It Together:** Share replies and discuss consequences of each.

Extending Activities:

1. In small groups, discuss: When a person quits school, steals, vandalizes, or becomes a drug addict or an alcoholic, what are some consequences to him/herself, family, victims, society?

2. Sometimes corporations do not consider the "long-range" consequences of their decisions. For example, a large chemical corporation made a decision to dump dangerous chemicals onto a vacant lot at a place called Love Canal in New York State. Years later, houses were built on this land. The children in these homes became sick. Scientists found that the chemicals were seeping into their homes. It was only then that the company understood the serious consequences of its decision.
   Find other examples of decisions that had long-range effects on people. (Agent Orange used during the Vietnam War, nuclear wastes, toxic waste dumps, etc.)

3. Put an *I Care* mailbox in your classroom for students with problems to write unsigned letters for class brainstorming.

Seeing Beyond Our Eyes—Perception _____ Page 25

Concept: Perceptions are based on experiences, needs, values, and feelings. Limited perceptions can cause prejudice.

Teaching Suggestions:

1. Complete and discuss worksheet.

2. QuikThink: Say, "I'm going to read a list of words. Write the first thing that comes to your mind when I read each word: women, men, babies, Russians, Blacks, Whites, Americans, Haitians, Cubans, war, rich people, poor people." (reflect your community's makeup)
   Compare: Are there any differences in your perceptions and those of your classmates? What might have caused these differences?

3. Brainstorm ways that people can overcome "blind spots." (Inviting people of diverse backgrounds to visit the classroom to share ideas, pen pals, stories, films, etc.)

Extending Activities:

1. What do we mean when we say someone "wears rose-colored glasses," "has blinders on," "has tunnel vision," or "is short-sighted"? Illustrate with cartoons.

2. How do different cultures view "beauty"? (Feet binding of female babies in Old China, wearing of flat wooden disks to stretch lips of Ubangi women in Africa, etc.) What are some things we do in our culture that may be perceived as strange to other cultures? (Pierced ears, high heels, permanents, etc.)

Conflict and Perceptions _____ Page 26

Concept: Our perceptions shape our behavior.

Teaching Suggestion:

1. In pairs, complete worksheet. Role play the situations. Reverse roles. How did your perceptions change when you changed roles?

Extending Activities:

1. Create more situations to role play and discuss.

2. Select an issue and defend both sides. (Lowering age to quit school, allowing students to select their own teachers, lowering voting age to fifteen, etc.)
   Discuss. How did your perceptions change when you took the other side? Could these differences cause conflict?

Frustration, Anger And Conflict

Ring-Around of Temper ——— Page 27

Concept: Displaced anger causes conflict.

Teaching Suggestions:

1. Before handing out worksheet, set up a row of dominoes. Ask students to predict what will happen if someone pushes the first domino. Do it and discuss.
2. Read the story independently.
3. Role play and discuss the questions.

Extending Activities:

1. Draw a cartoon that depicts displaced anger.
2. Creative writing: Dive into the water and find Shrimp. Teach him to take a reasonable risk by calling the characters together to solve the problem. Act it out for the class.

Frustrations: We All Have Them ——— Page 28

Concept: Frustrations occur when our needs are blocked by other people, things, or our lack of skills. A frustrating experience can be a challenge that allows us to think creatively about choices.

Vocabulary: frustration, blocked

Teaching Suggestions:

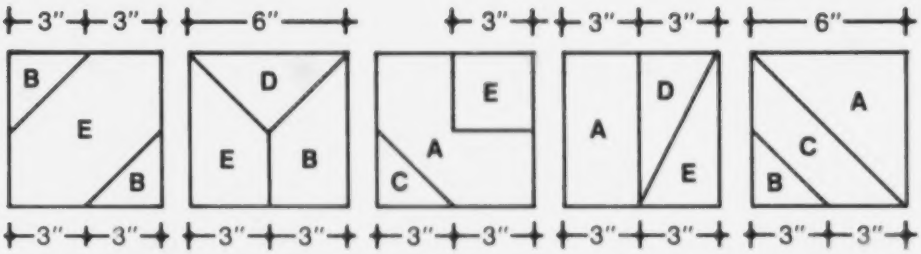
1. Before giving out worksheet, give the class a difficult assignment that must be completed quickly. Ask them to share their feelings. What made them feel this way?
2. Discuss the introduction.
3. Complete "Frustration No. 1 and No. 2." Share ideas.

Extending Activities:

1. Draw a cartoon, "Frustration is . . .", showing a frustrating experience.
2. Play **Cooperation Squares** game.

   Purpose: To see how students cooperate and handle frustration.

   To Make Squares: Each set has five squares. Each square measures six inches by six inches. Complete each pattern and label with letters as shown. Cut out all pieces so that you have fifteen pieces in a set. Put each set in an envelope. (Make each set a different color for ease of recovery and re-use.)



a. Group students in fives. If the class size is uneven, have extra students be observers. Give each group a set of squares.

b. Assign each student a letter (A-E). Student A gets all "A" pieces, student B gets all "B" pieces, etc.

c. Write **Cooperation** on the chalkboard. Ask: What does the word mean? List responses. (Everyone understands the problem, everyone thinks about other people, everyone needs to help, etc.)

d. Say: "You have been given a puzzle that can only be solved by cooperating. Everyone in your group has some pieces of the puzzle. Your group must make **five squares of equal size.** Your job will not be completed until every person in your group has a perfect square the **same size** as all the other squares."

Rules:

No member of the group may **speak.**
No **pointing, signalling or any other signs.**
No member may **take** or **ask** for a puzzle piece.
Any member may **give** a puzzle piece to anyone else.

While groups are working, observe group behavior.

Closure: Did anyone feel frustrated by the rules? Did anybody finish and forget about the rest of the group? Did anybody in your group break a rule? What happened? Was there a time when your group began to cooperate? Was anyone in your group willing to give away a piece? Did the game challenge anyone to think creatively?

Bottling Up Emotions _____ Page 29

Concept: Learning constructive ways to handle our "bottled up" emotions is essential to good health.

Vocabulary: attitudes, culture

Teaching Suggestions:

1. Discuss: Have you ever felt "ready to explode"? What caused this feeling? How did your body feel? How did you handle those feelings? How do our feelings sometimes hurt others? Ourselves?

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2. Where are your feelings? When someone hurts your feelings, what part of your body hurts? (self-concept)

3. How do you release "bottled up" feelings in a constructive way? (sports, dancing, yelling in your pillow, writing in a diary, etc.)

Extending Activities:

1. Make a class collage from magazines or newspapers of people showing various emotions. (Old *National Geographic* magazines help students understand the universality of feelings.)

2. Find poems and songs that deal with emotions. Share.

3. Invite school nurse or a doctor to speak to students about the relationship between stress and health.

4. Invite a stress management expert from the community to teach children some techniques or find some simple techniques you could teach your students. (visual imagery, relaxation techniques, etc.)

5. Make a "time out" corner in the classroom where students may go for a few minutes when they feel distressed.

Your Face Is A Mirror Of Your Feelings_____Page 30

Concepts: Your body language communicates your feelings.
It is important to acknowledge your feelings.

Teaching Suggestions:

1. Encourage students to be creative with their drawings. (Eyebrows, hands, hair, tears, etc.) The completed pictures make an excellent bulletin board.
2. Sing "If you're happy and you know it, clap your hands..." Encourage students to change lyrics. ("If you're angry and you know it, tell a friend," etc.)

Extending Activities:

1. Role play and interpret body language: lift one eyebrow, shrug shoulders, wink one eye, tap fingers, slap forehead, hands on hips, arms akimbo.
2. Discuss: How can body language cause conflict?

It Makes Me Angry_____Page 31

Concepts: Anger is a natural emotion which need not result in violence.
There are many constructive ways to defuse anger.

Vocabulary: defuse, visualizing, react

Teaching Suggestions:

1. Discuss cartoons and give time for students to identify their own angry feelings. Focus: It's okay to have angry feelings and it is important to identify them.
2. Discuss paragraph and poem.
3. Classify students' cartoons by anger-provoking situations and discuss these techniques for dealing with anger.

   During a confrontation:

   a. Counting and taking slow, deep breaths are quick ways to calm down. These give time for you to regain control.

   b. Postponing gives time to regain self-control. "I can't talk about it now. I'll see you at lunchtime."

   Before or after a confrontation:

   a. A mad note identifies the problem, and helps you sort out your feelings. This gives you time to think about how to deal with the problem. You may write things you will regret later, so tear it up before it does more damage.

   b. Visualization: We often **react** like a "broken record," automatically saying the same cruel things every time we have a problem. Break this habit by visualizing the conflict situation on a tiny movie screen stretched from ear to ear in your mind. It is important to do this when you are feeling relaxed and good about yourself. Stop the movie at the point when you start to react in the "same old way." Now comes the creative part: change the ending by surprising the other person with your sincere desire to work together on the problem.
   Practice this often! It took years to establish the old bad habit, so you have to give this new, mature way of acting time to become automatic too. Like any other skill, it takes lots of practice.

4. What can students do with anger at school? (It is important that teachers and students work cooperatively to find acceptable ways for children to "let off steam." Teachers and administrators can yell or paddle, but kids usually have no such outlets.)

Terry's Story _____ Page 32

Concept: We sometimes provoke the anger of others by our behavior. It is possible to deal with other people's anger without getting angry ourselves (acting instead of reacting).

Teaching Suggestions:

1. Discuss *Terry's Story*. Why do some families have the same argument over and over again? (In a recent movie, one character taped an ongoing argument he had with another person. The next time the argument began, he just put on the tape of the same conversation!)

   What can a family do to change the situation? Why is it difficult for people to speak to each other in a calm and courteous manner?

   What suggestions can you make to Terry and Mom to change their destructive behaviors?

2. Complete worksheet and discuss.

Extending Activity:

1. People's Court: Have students write **Putting It Together** situations on 3x5 cards. In small groups, role play the situations using a "People's Court" format. The judge will make suggestions to the parties in the conflict.

Scapegoating _____ Page 33

Concept: Scapegoating occurs when we do not accept responsibility for our behavior.

Vocabulary: scapegoat

Teaching Suggestions:

1. Discuss worksheet.

2. In what ways is the story of Joan similar to "A Ring-Around of Temper"?

Extending Activity:

1. Write a script showing a person being unfairly blamed for something. Make a Scapegoat Puppet and act out your script.

Trapped On An Escalator_____Page 34

Concept: Words, actions, and body language (Fouls) can escalate conflicts.

Vocabulary: escalate

Teaching Suggestions:

1. Discuss and role play "The Dance."

2. Underline words and circle body language that escalated the conflict.

3. Complete chart. Share.

4. Read "Spat Escalates" and discuss:
   a. What were the feelings of each neighbor?
   b. How did each perceive the situation?
   c. What were their needs? (respect)
   d. How were the needs of the neighbors similar to Tammy's and Lori's? How were they different?

5. . Underline actions that escalated the conflict.

6. . Assign **Putting It Together.** Discuss.

Extending Activities:

1. Observe a conflict (school, home, TV) and identify words and body language that escalated it.

2. Bring in articles showing escalation of conflict. Identify the escalating factors.

The Challenge of Conflict ●

Changing Directions_____Page 35

Concept: Conflicts can be de-escalated by non-threatening words, actions, and body language (Fighting Fair).

Vocabulary: de-escalate

Teaching Suggestions:

1. In small groups, brainstorm ways each character (Tammy, Lori, Alfredo, the girls at the table) could have changed the direction of the conflict in "The Dance." Role play. (Closure: Everyone in a conflict situation has the power to change its direction.)

2. Assign **You Are In Control.** Share ideas and evaluate. How did the *Rules for Fighting Fair* and *I Care Language* help change the direction?

3. Role play some of the most effective solutions.

4. Role play "The Game."

5. Discuss: How does a put-down affect the way a person plays a game? What words and actions bring out the best in every player?

6. There were several opportunities in The Game for each player to change the direction of the conflict. Call "Time Out" at one of the breaks in the story and see if you can change the direction of the conflict. Role play "Time Outs."

Extending Activities:

1. Practice Makes Perfect! Encourage students to select one conflict they continually have with another person (parent, sibling, friend, teacher, etc.) that they would like to change the direction. Use these steps.
   a. Pinpoint or identify the conflict. What is it that bothers me?
   b. In front of a mirror practice using *I Care Language* and the *Rules for Fighting Fair* to visualize the conflict and **change the direction.**
   c. Do it. If it doesn't work, don't give up. Try different *I Care Language* and *Fair* techniques until you are satisfied with the results.
   d. Now, try your skills with a different conflict. The more you practice the more successful you will be and the easier it will become.

2. Create a Conflict Clinic where students can give each other ideas on how they can resolve personal conflicts.

3. Citizen's Dispute Board. Put students in groups of three: mediator, and two neighbors who are angry with each other. Let each group decide what their "angry neighbors" are arguing about.

   Give students:

Rules for Mediators

a. Listen to both sides of the argument, one at a time.
b. Listen carefully for things both sides agree on.
c. After both sides have spoken, tell what you think each side is saying. (Summarize)
d. Ask each side to tell you what they think would be a fair agreement.
e. Write down what both sides say would be a fair agreement, and have each person read it. Ask both sides what should happen if either side breaks the agreement in the future, and write that down too.
f. Ask both people if they will sign and obey the agreement. If not, negotiate each of their objections.
g. Give each person a copy of the final, signed agreement.

4. Collect articles which show conflicts resolved by non-violent means. (It is important that students realize that many adults are using these skills.) Make a bulletin board.

5. Conflict resolution is a growing field offering career opportunities for young people skilled in these techniques. Have students research career opportunities in police mediation, divorce mediation, labor/management mediation and negotiation, international treaty negotiation, etc.

6. Have a Career Day at your school, focusing on Conflict Resolution. Invite guest speakers from various agencies and industries to discuss the importance of conflict resolution.

New Directions _____ Page 36

Concept: There are many techniques available to people, groups, and nations to resolve conflict in nonviolent and just ways.

Vocabulary: mediation, arbitration, adjudication, negotiation, reconciliation, interdependent, complex, technology

Teaching Suggestions:

1. Discuss introduction.
   a. What are some of the "old ways" that were used to solve problems which don't work anymore, or which "cost" too much to use?
   b. What technology exists that can help people live in a more peaceful world?
   c. How do people "get even"? Groups? Nations?
   d. Can you think of an historical conflict that escalated because the participants lacked conflict resolution skills? (American and Russian Revolutions, violent conflict in American labor union movement)

2. Discuss the news articles.

3. What can people do to encourage leaders to use some of the new techniques to resolve conflicts?

Extending Activity:

1. Invite conflict resolution specialists from your community to class to discuss how they use conflict resolution skills in their fields. (arbitrator, mediator, negotiator who works in labor/management disputes, divorce, environment, government regulation, etc.)

The Challenge — Page 37

Concept: Conflict can challenge us to make constructive change.

Vocabulary: motivator, specific, democratic process

Teaching Suggestions:

1. Discuss *"A Class with Clout"* and *"Student Petitions."*

   a. Why are many people afraid to take a stand?
   b. Why is it important to get all your facts straight and to learn both sides?
   c. What are some techniques that students can learn to make other people listen to them? (leadership qualities)
   d. Why is a plan of action important? (organization)

   Focus: In a democracy, we have a responsibility to be involved. There are many non-violent ways that students can share in the democratic process. (letter writing, inviting speakers to discuss issues, joining clubs that deal with issues, debate, learning facts about decisions that affect their community, etc.)

2. Putting it Together: Students may work in small groups and present their research by: role-playing, "interviewing," story-board, finding AV materials to show the class, book reports, etc. Focus: It takes courage to make change, it takes responsibility to make change non-violently.

3. Discuss the following quotations: *"Let no man pull you so low as to hate him." "The strong man is the man who can stand up for his rights and not hit back."* —M.L. King, Jr.

Stepping Into Action — Page 38

Concept: We can learn techniques to act responsibly to resolve conflicts without violence.

Vocabulary: empowerment, democratic process

Teaching Suggestions:

1. Discuss worksheet. For each step, ask, "Why is this important? What might happen if you left this step out?"

2. a. Divide class into three groups. Have each group select a situation in the school or community that they would like to change using the proposed steps.

   Some suggestions:
   i. There is no traffic light on a busy corner where young children cross to go to school.

ii. The neighborhood surrounding the school has lots of litter. (broken chairs, mattresses, garbage, etc.)
iii. Every day students throw away some of their food because they don't like the way it tastes.
iv. There is a pollution problem in the area. (water, air, noise, toxic wastes, etc.)

b. Encourage each group to role play each step of the plan. Discuss: How effective was each group? What problems did they have? How could these be dealt with?

3. Invite a librarian or newspaper reporter to talk to the class about how they gather information and facts.

4. Write to the following organizations for information on problems their group is working on and how they try to work for solutions:

Common Cause, 2030 'M' Street N.W., Washington, DC 20036

Environmental Action, 1346 Connecticut Avenue N.W., Washington, DC 20036

Greenpeace USA, 1700 Connecticut Avenue N.W., Suite 305, Washington, DC 20009

Martin Luther King, Jr., Center for Nonviolent Social Change, 449 Auburn Avenue N.E., Atlanta, GA 30312

Public Citizen (Ralph Nader), P.O. Box 19404, Washington, DC 20036

Goal Setting. An Evaluation of the Unit. **Page 39**

Post Test **Page 40**

Notes

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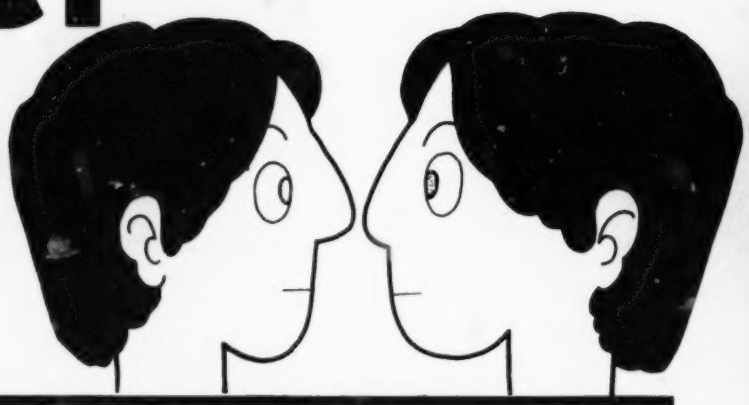
CONFLICT AND ME



Answer each question as honestly as you can. The purpose of this exercise is to see how you handle conflict situations.

	CONFLICT SITUATION	WHAT I USUALLY DO	HOW I FEEL
1	When someone calls my mother a name . . .		
2	When someone blames me for something I didn't do. . .		
3	When someone pushes me or hits me for no reason. . .		
4	When someone steals my pencil or money. . .		
5	When someone "puts me down" or makes fun of me. . .		
6	When someone tells me to do something I don't want to do. . .		
7	When someone talks behind my back and says things that are lies. . .		

WRITE "A" IF YOU AGREE OR "D" IF YOU DISAGREE WITH THE STATEMENTS BELOW:

____ As long as there are people, there will be conflict.

____ A conflict can be as small as an argument or as large as a war.

____ In a conflict, there will always be a winner and a loser.

____ Conflicts between individuals or nations can sometimes be resolved in ways other than violence and war.

When I get angry I _____

I am _____ am not _____ satisfied with the way I now solve conflicts.

I would _____ would not _____ like to learn ways to solve conflicts.

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A Letter From the Authors

Dear student,

Your teacher is giving you a special opportunity to explore new and constructive ways of dealing with conflicts that students your age are faced with every day. We would like to share some comments made by Chris, a twelve-year-old boy in the sixth grade.

> *"Sometimes I think that people don't care about each other. We push, shove, and fight over little things. We say and do cruel things to our family and friends.*
>
> *"I see a lot of violence on television. In school we talk about world problems. I read about people who do not have enough to eat or clean water to drink. Our environment is becoming more and more polluted.*
>
> *"Instead of nations working together to solve these problems, they seem to be putting so much energy and money into weapons. I worry that some day I will have to go to war. In fact, I worry that some day there will be a nuclear war and the whole world will die.*
>
> *"I don't like what I see around me and I especially don't like some of the things I do. I know I care, but what can one person do?"*

Fortunately, many people do care and are working together to build a more peaceful world. Our challenge is to think creatively about conflict and find new ways that we can deal with it without hurting ourselves, others, or our world.

Peacemaking begins with you. You now have the opportunity to learn to be a peacemaker. Never before has this challenge been more urgent. The choice is yours to make.

Sincerely,

Fran Schmidt

Alice Friedman

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THE WISE MEN AND THE ELEPHANT

Conflict is as old as time itself. People have always tried to make sense of their world and understand each other. At times, this is difficult because not all people see a problem in the same way. As you read this old Indian tale see if you can discover the cause of the wise men's misunderstanding.

Once upon a time, there were six wise men who lived together in a small town. The six wise men were blind. One day, an elephant was brought to the town. The six men wanted to see the elephant, but how could they? "I know," said the first man. "We will feel him!" "Good idea," said the others. "Then we'll know what an elephant is like."

So the six men went to see the elephant.

The first one touched the elephant's big, flat ear. He felt it move slowly back and forth. "The elephant is like a fan," the first man cried.

The second man felt the elephant's legs. "He's like a tree," he cried.

You're both wrong," said the third man. "The elephant is like a rope."

This man was feeling the elephant's tail.

Just then the fourth man pricked his hand on the elephant's sharp tusk. "The elephant is like a spear," he cried.

"No, no," cried the fifth man, "He's like a high wall."

As he spoke he felt the elephant's side.

The sixth man was holding the elephant's trunk. "You are all wrong," he said. "The elephant is like a snake."

"No, no, like a rope."

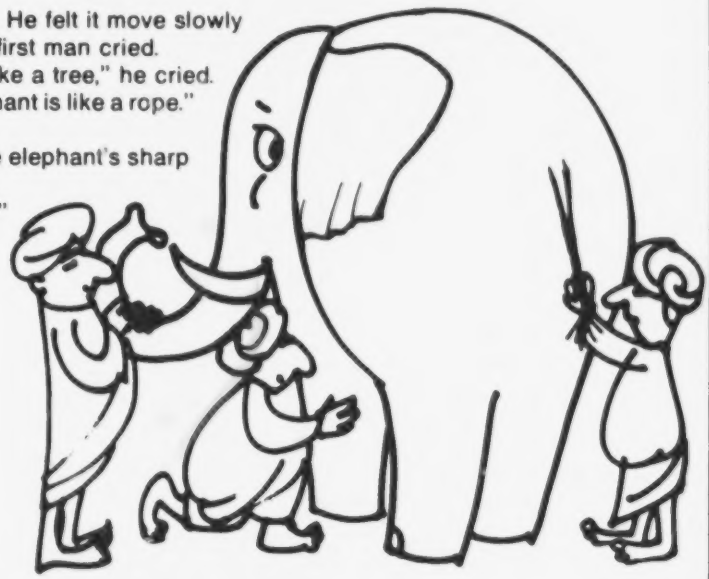
"Snake!"

"Wall!"

"You're wrong!"

"I'm right!"

The six blind men shouted at each other for an hour. And they never found out what an elephant was like.

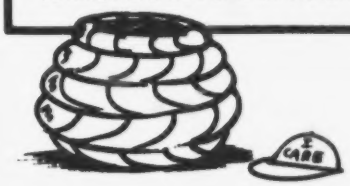


You probably laughed as you read this story. What was the problem?

You're right! Each man could "see" in his mind only what his hands could feel. As a result each man was *sure* that he had the truth and knew what an elephant looked like. No one wanted to *listen* to what the others had to say.

Were the Wise Men really wise?

These men had a *conflict* based on differences in *perception* (what they thought they "saw"). Fortunately, their conflict did not end in violence. But, unfortunately, they still did not know what an elephant looked like.



YOUR CHALLENGE!

How could the wise men have discovered what an elephant really looks like? Rewrite the ending.

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Why we say and do the things we do?

Where we learn our behavior?

HAVE YOU EVER WONDERED

What makes people or nations fight with each other?

Why people get angry?

WHAT IS CONFLICT?

Fighting is just one form of what we call conflict. According to World Book Dictionary, a conflict is "a fight, struggle, or battle; a disagreement, dispute, or a quarrel."

Conflict is a natural part of our lives. Conflict can be as small as an argument or as big as a war; it occurs whenever people are living, working or playing together. Every conflict has at least two sides, and each side thinks it is right. In a conflict, people may get hurt. They can be physically injured or even killed. Their feelings (pride) can get hurt, they can lose something they own, or they may just feel frustrated and angry.

As the Blind Men discovered, it is not easy for all people to "see" a conflict situation with the same eyes. Our perceptions are shaped by our experiences, beliefs, values, knowledge, and skills.

WHY STUDY CONFLICT?

It is important to study conflict because most people spend a great deal of time and energy in conflict. Although it is not possible to eliminate conflict from our lives, it is possible to learn to deal fairly with it.

We need to learn about the causes of conflict, and the consequences that can occur when conflicts are ignored, avoided, or settled in unsatisfactory ways. Studying conflict is important to all of us who want to make our lives more joyful, caring and loving.

As strange as it seems, conflict offers people the opportunity to look at a problem creatively, from a new perspective with new ideas. Conflict can be a great motivator for change. Human history is filled with many exciting examples of conflicts which were resolved constructively and non-violently. Remember, a peaceful world begins with *you!*

YOUR CHALLENGE!

Bring in a comic strip showing conflict. Act it out with a classmate.

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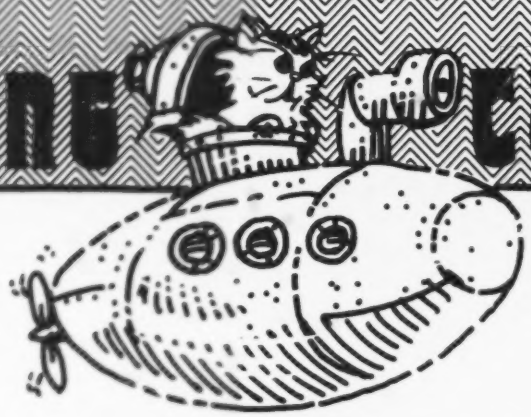
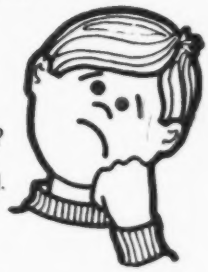
EXPLORING CONFLICT



Conflicts are sure to happen no matter how hard we try to avoid them. Instead of reacting "blindly," we can prepare ourselves to become more effective *conflict managers.* Football players practice, actors rehearse, scientists experiment and we, too, can prepare ourselves to deal "professionally" with conflict when it occurs. Conflicts can take place within a person (internally), between people, and within or among groups and nations.



INTERNAL CONFLICT

What are some internal conflicts that people have?

Describe an internal conflict that you have had. Tell how you *resolved* it.

CONFLICT BETWEEN PEOPLE

What are some things that kids often fight about? Adults?

Have you ever been in a fight? Describe what happened and how you felt.

Why do you think that some arguments end in violence?

CONFLICT BETWEEN GROUPS OR NATIONS

What are some things that groups fight about? Nations?

Why do you think that some conflicts between groups or nations are resolved peacefully, while others end in violence or war?

PUTTING IT TOGETHER

Study each of the above conflict situations. How are they alike? How are they different?

YOUR CHALLENGE!

Identify a conflict on a TV program.

What caused the conflict?

Was it resolved peacefully or violently?

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TUG OF WAR

In a tug of war, there is a winner and a loser. It is a contest to determine who is physically stronger. Wouldn't life be simple if we could deal with all conflicts like a tug of war? But the strongest person in a conflict is not always right and the bully in a fight does not always win fairly.

When we are angry, we often perceive the other person as an enemy or opponent in a contest. Like a tug of war, we think of either winning or losing.

It is difficult to remember that we *both* have the problem — not "me against you" but *both of us tied up* together with a common problem to be worked out.

REMEMBER . . .

When there's a conflict to be solved, you're BOTH responsible for finding a solution.

PUTTING IT TOGETHER

Read the following situations. Tell how you would deal with them.

SITUATION	AS AN "ENEMY" I WOULD	AS A "FRIEND" I WOULD
Someone:		
calls you a name		
pushes you		
takes your pencil		
gets in front of you in line		
steps on your foot		

Do you treat "enemies" differently from friends? Why?

YOUR CHALLENGE! • List three ways you could turn an enemy into a friend.

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FIGHTING FAIR

What is the other person's side of the story?

We both have the same feelings even if we disagree.

Ancient history doesn't count.

Name calling doesn't help.

Blaming won't do any good

What is making me angry?

RULES FOR FIGHTING FAIR

1. Identify the problem.
2. Focus on the problem.
3. Attack the *problem,* not the person.
4. Listen with an **open mind.**
5. Treat the other person's feelings with respect.
6. Take responsibility for your actions.

In a tug of war or a boxing match it's *you against me* with rules for fighting fair. However, a real conflict situation should not be like a tug of war, but *you and me together* against a common problem.

It's difficult to fight fair when we are fighting mad. We feel threatened and often our angry emotions block our good judgments. Fortunately, there are rules we can learn to fight fair in a real conflict situation. By learning these rules we can become capable conflict solvers and be more caring people.

Remember, the goal of fighting fair is to make everyone a winner!

WHAT DO YOU WIN?

There is better understanding.
Feelings are brought into the open.
People respect each other.
There is a feeling of trust.
Everyone feels good about the solution.
No one is hurt, physically or emotionally.

PUTTING IT TOGETHER:

Solve the following conflicts, first unfairly and then fairly.

SITUATION	UNFAIRLY	FAIRLY
Two kids want the same book.		
Someone calls your friend a bad name.		
You want to go to the movies; your mom wants you to do chores.		

YOUR CHALLENGE!

Reread the above situations. Tell what both people "won" when the conflict was resolved fairly.

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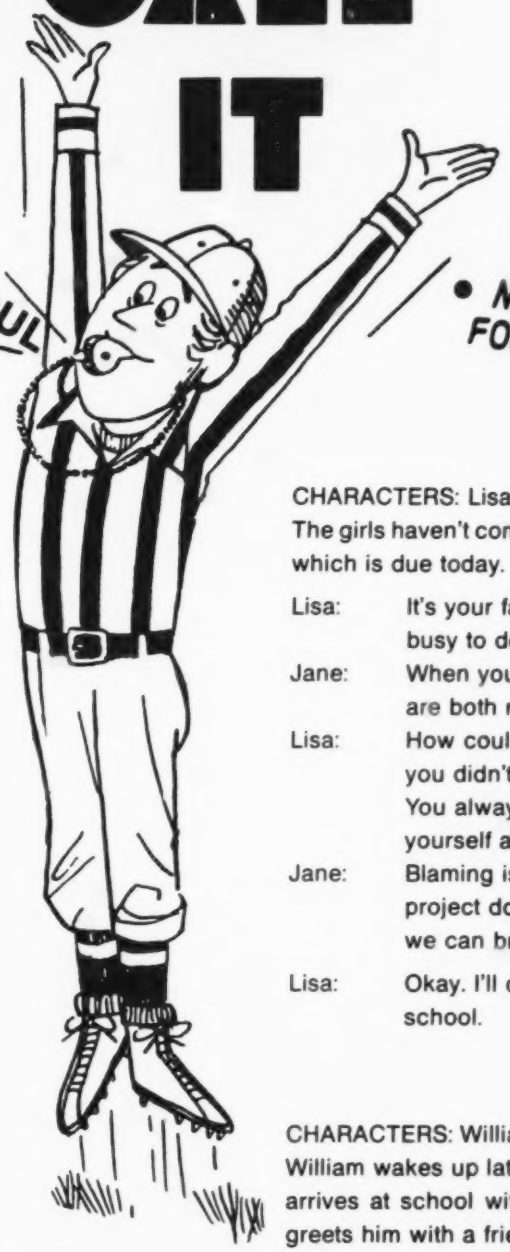
YOU CALL IT



GETTING EVEN •
BRINGING UP THE PAST •
PUSHING, HITTING, ETC. •
NOT LISTENING •
BLAMING •

• BOSSING
• THREATS
• PUT-DOWNS
• NAME-CALLING
• MAKING EXCUSES FOR YOUR BEHAVIOR

Everyone likes to be treated with respect. Yet when we are frustrated and angry, we sometimes forget to fight fair. Study the FOULS. How do they make you feel? _____

_____

Do you think that the other person feels the same way? _____

_____

How do FOULS affect a conflict? _____

_____

A referee makes sure that everyone follows the rules and is treated fairly. When you are having a conflict *you* are the referee. It is your responsibility to make sure that you follow the rules for fighting fair.

PUTTING IT TOGETHER

BE A REFEREE! Read the following scenes. Underline words and actions which show FIGHTING FAIR. Circle words and actions which show FOULS.

1

CHARACTERS: Jose and Alberto, teammates. Alberto and Jose are playing baseball. Alberto keeps missing the ball.

Jose: What's the matter with you? Why can't you hit the ball?

Alberto: Shut up, stupid. You're not so perfect yourself.

Jose: (pushes Alberto) Who you calling stupid?

Alberto: I'm telling. (rubs his arm)

Jose: You tell and you're dead after school.

2

CHARACTERS: Lisa and Jane, classmates. The girls haven't completed their science project which is due today.

Lisa: It's your fault. You were always too busy to do anything.

Jane: When you blame me, I feel mad. We are both responsible for the project.

Lisa: How could I do the project when you didn't give me the materials? You always want everything for yourself and you never share.

Jane: Blaming isn't going to get our project done. Let's ask the teacher if we can bring it in tomorrow.

Lisa: Okay. I'll come over right after school.

3

CHARACTERS: William and Leroy, good friends. William wakes up late. His mom yells at him. He arrives at school without his homework. Leroy greets him with a friendly slap on the shoulder.

William: Keep your hands to yourself!

Leroy: Hey, man. I'm sorry. I only wanted to say hello. What's wrong?

YOUR CHALLENGE!

Re-write the first skit so that either Jose or Alberto uses the Rules for Fighting Fair. Share.

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When resolving a conflict, it is important to remember:

You **both** have feelings and it is difficult to communicate when you feel angry, hurt, frightened, sad.

You **both** have the problem and both must work together to resolve it.

You **both** have a point of view and neither of you is 100% right or wrong.

Everyone is not out to get you. Solve conflicts as a friend, not an enemy.

Fight fair.

Many conflicts can be resolved by simple **strategies.** Learn them, use them. Soon they will become an "automatic" part of your behavior.

TAKE TURNS
Everybody wins.

SHARE
People's feelings become more important than things.

CHANCE
Luck decides who wins. Both sides must agree to accept the "flip of the coin," the "draw of the straw," etc.

STRATEGIES FOR RESOLVING CONFLICTS

COMPROMISE
Both give up something and both get something.

POSTPONE
Put off resolving the conflict until you are more in control.

HUMOR
A good laugh works miracles. Remember to laugh at the problem and not the person.

APOLOGIZE
"I'm sorry" doesn't mean "I'm wrong." It lets the other person know that you are sorry about the situation.

AVOID
Sometimes it's not worth the bother. Let the other person have it.

GET HELP
People who may be counted on for a fair decision include friends, parents, teachers, religious leaders,

YOUR CHALLENGE!

List three conflicts that students your age have. Make cartoons to solve each conflict using some of the above strategies.

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All the strategies in the world won't help you resolve conflict if you don't communicate in *caring, non-threatening, language. Language is the most effective way that humans have to express their needs; yet language often blocks communication. Language can escalate or de-escalate a conflict depending on how it is used.*

Is it possible to communicate effectively when you are frustrated and angry? Psychologists say yes. Difficult, but possible.

CREATIVE COMMUNICATION

HERE ARE SOME SUGGESTIONS TO HELP YOU PRACTICE NON-THREATENING COMMUNICATION SKILLS.

WHEN SOMEONE . . .	TRY . . .
name calls or puts you down.....	*John,** I don't like it when you call me a name. Do you want to tell me what's wrong?
calls your mother a name.....	*Mary,* I feel angry when you call my mother a name. If I did something to you, please tell me about it.
pushes you.....	*William,* I don't like being pushed. Please stop.
blames you for no reason	*Rosa,* I'm sorry that you feel that way. What can we do to work things out?
tells a lie about you.....	*Robert,* I feel bad when you say things about me that aren't true. Please tell me why you are angry.

*Using the other person's name gives a feeling of respect and opens communication

PUTTING IT TOGETHER

Try your skill at using "I CARE" language for each of the following:

Mom blames you for something your brother/sister did _____

_____

Friend dares you to do something dangerous _____

Older brother/sister teases you _____

Family member "snoops" in your things _____

Teacher blames you for talking too much _____

YOUR CHALLENGE!

With a classmate create a puppet skit using one of the above situations.

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BLONDIE
by YOUNG and RAYMOND
DAGWOOD!
IT'S TERRIBLE! COOKIE AND ALEXANDER ARE HAVING THE BIGGEST ARGUMENT THEY'VE EVER HAD!!
NOW, HONEY-- FIRST OF ALL YOU HAVE TO CALM DOWN
BOOGA,
IN ORDER TO HELP TEENAGERS SOLVE PROBLEMS IT'S REALLY IMPORTANT FOR THEIR PARENTS TO REMAIN CALM AND IN COMPLETE CONTROL
AND THEN, AFTER HEARING BOTH SIDES... WE RESOLVE THE ARGUMENT WITH THE COOL, CALCULATED WISDOM THAT ONLY ADULTS CAN PROVIDE
ALL RIGHT! ALL RIGHT! LET'S HOLD IT DOWN FOR A MINUTE!!
BOOGA,
OKAY, NOW WHAT'S THIS ALL ABOUT?
SHE SAID... HE SAID... NO, IT'S NOT!! "YES, IT IS!! I'M RIGHT! FORGET IT!! SHE'S WRONG! NO WAY!!
I'M RIGHT! HE'S WRONG!! NOT THIS TIME! YES, THIS TIME! FLAKE OFF!! NOT A CHANCE!! YES! YES! YES! NO! NO! NO!
BOOGA.
CHILDREN! STOP IT! STOP IT! LISTEN TO WHAT YOUR FATHER HAS TO SAY!
A BOOGA... BOOGA... BOOGA...
DOBSONE IT! THAT'S THE ONLY THING I COULD THINK OF RIGHT THEN!

Permission granted

Putting It Together

Select one of the following situations and write a script for a puppet play. Use "I Care" language in your dialogue.

1. George is watching his favorite TV program. His brother changes the channel.
2. Grace's parents are always giving her too many chores and she feels that she has no time for herself.
3. Matt and his friend can't decide what to do. The friend always wants his way.
4. The school bully threatens to beat up Dennis, the new kid, after school.
5. Rochelle's classmate grabs her pencil, saying that it is hers.
6. Robert said some mean things to his friend. Now he's sorry and wants to make up.
7. Anna wants to talk to her mom, but her mom always seems to be too busy.
8. Mark's friend just found out that Mark said some things about him. The friend demands to know why.

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'BEHAVIOR' MEANS:

Check your definition with a dictionary.

WHAT IS BEHAVIOR

We often hear our teachers and parents speak about our behavior. We know that there are times when our behavior causes them to be unhappy with us.

And there are times when their behavior causes us to be unhappy.

When our behavior clashes with our family, friends, or classmates, we end up frustrated, angry, or fighting.

WHAT DO YOU THINK?

Is our behavior innate - something we are born with - or do we learn it? Can we change the way we behave? LET'S INVESTIGATE!

Put an X in the column you think best describes the behavior.

BEHAVIOR	LEARNED	INNATE
Breathing		
Biting your nails		
Yawning		
Helping someone		
Pitching a ball		
Blinking		
Drawing on walls		
Eating correctly		
Fighting		
Writing a poem		
Sneezing		
Name calling		
Lying		
Stopping at red lights		

Was it difficult to decide where to put some of the behaviors? Why?

How important were the following sources in shaping your behavior?

Circle one number in each category.

	Low				High
Family	1	2	3	4	5
School	1	2	3	4	5
Religion	1	2	3	4	5
Friends	1	2	3	4	5
Comics	1	2	3	4	5
Video Games	1	2	3	4	5
Books/newspapers	1	2	3	4	5
Movies	1	2	3	4	5
Television	1	2	3	4	5
Music	1	2	3	4	5

List the three sources in order of importance that you think had the most influence in shaping your behavior: Any others?

★ **YOUR CHALLENGE!** Do you have a behavior that you would like to change? How might you do it?

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MAYBE YES MAYBE NO

Do you always behave the same way, no matter where you are? Do you always eat the same way — at home, in a restaurant, or in the school cafeteria? Is the way you talk to your friends different from the way you talk to your teacher?

When are behaviors **appropriate** or **inappropriate?**

Let's find out.

Complete the chart by placing a check in the column where you think the behavior belongs:
A = Appropriate I = Inappropriate D = Depends

BEHAVIOR	A	I	D
Lying			
Cutting class			
Singing			
Combing hair			
Running in the hall			
Taking out the garbage			
Throwing a rock at a dog			
Reading a book			
Cursing at someone			
Chewing gum			
Borrowing without permission			
Spitting water at someone			
Talking back to parents			
Hitting someone			
Collecting toys for poor kids			

PUTTING IT TOGETHER

Did you have trouble deciding in which column to put some behaviors?

Did some behaviors depend on other things? Explain.

Did any of your classmates disagree about where a behavior should go? Why?

Are there some behaviors which are always appropriate?

List some appropriate classroom behaviors: _____

How do they help the learning environment? _____

List some inappropriate classroom behaviors: _____

How do they hurt the learning environment? _____

INAPPROPRIATE BEHAVIOR CAN CAUSE CONFLICT. WHY DO YOU THINK THIS IS SO?

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BUT, I WAS ONLY KIDDING!

Inappropriate behavior can be destructive. We are not always aware of how it hurts people. We find ourselves saying, "I didn't mean it," or "I was only playing around." Put-downs, name calling, or ignoring a person's feelings are examples of destructive behaviors. Praise, compliments, invitations to join, and listening attentively are examples of constructive behaviors. These actions cause people to feel worthy, secure and capable.

Let's investigate how destructive behavior affects people's feelings and self-concept. For each of the following situations, write how each person might feel.

1

A new student is greeted with *"Does **he** have to sit next to me?"*

1st person _____

2nd person _____

2

A student with the "wrong" brand label jeans hears, **"Where did you buy *those*?"**

1st person _____

2nd person _____

3

A student asks why he is always last to be picked on a team and is told, *"Because **you're** no good."*

1st person _____

2nd person _____

4

A student cries when he loses the Student Council election and is laughed at for being a *"crybaby."*

1st person _____

2nd person _____

PUTTING IT TOGETHER

How does each situation show destructive behavior?

What is destroyed?

How does destructive behavior cause conflict?

Rewrite each of the above situations changing the destructive behavior to constructive behavior.

Then tell what was "constructed" or built-up.

YOUR CHALLENGE!

Make a list of some of your constructive behaviors for the next 24 hours. How did it affect people around you?

53

Have you ever heard "Sticks and stones may break my bones, but names will never hurt me"? Discuss.

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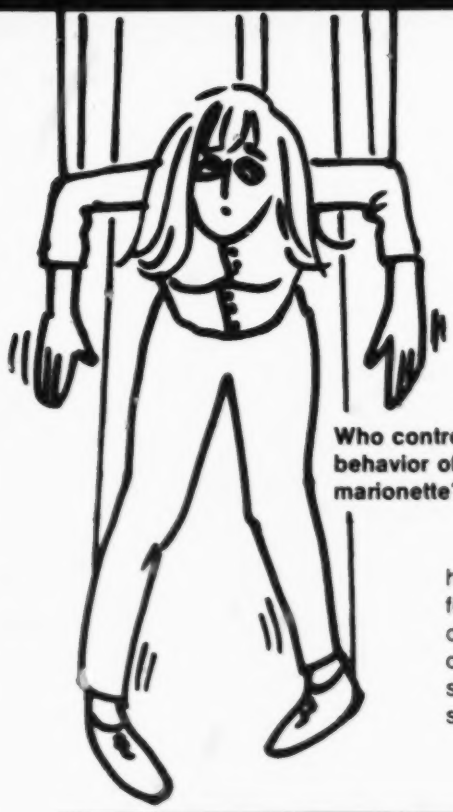
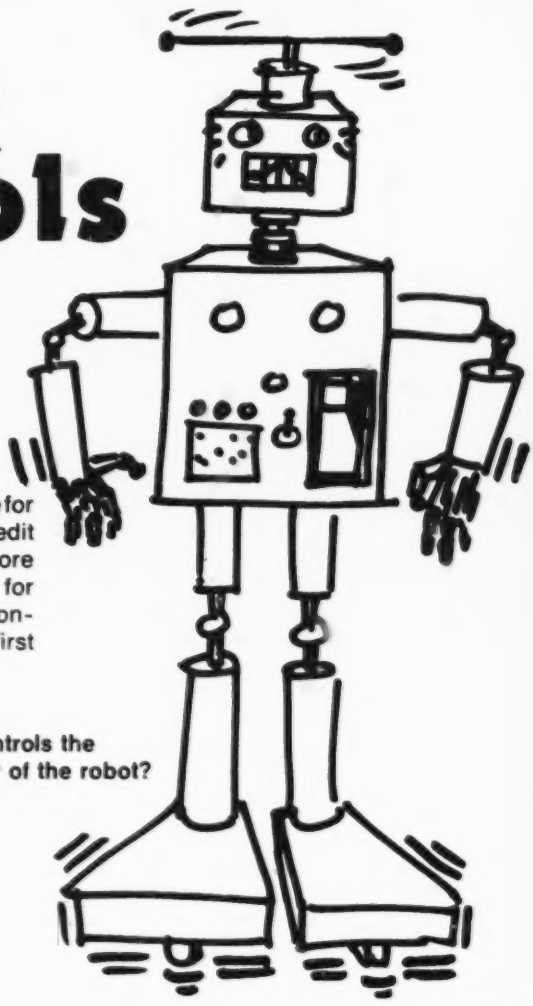
Who controls me?



Who controls the behavior of the marionette?

At what age is a person *responsible* for his/her behavior? It is easy to take credit for constructive behavior, but more difficult to accept responsibility for destructive behavior. Accepting responsibility for our own behavior is the first step in becoming a *mature* person.



Who controls the behavior of the robot?

THEY MADE ME!

It was a warm, quiet Saturday afternoon. Lee was sitting on the steps of his apartment building. He felt bored and alone. "I wonder where everyone is," he said to himself. Suddenly Bobby and Josie came around the corner.

"What 'ya doing, Lee?" asked Bobby.

"Nothing," moaned Lee. "I'm so bored. Got any ideas?"

"Let's go down by the school and see what's happening," said Josie.

They went to the school, but there was no one around.

"Let's break into the school and mess up some of the rooms," Bobby suggested.

Lee hesitated. He wasn't sure that was what he wanted to do. "I don't know," he said. "We might get caught and then we'll really be in trouble."

"No, we won't get caught," Josie said confidently. "Besides, we won't mess it up too much."

"Okay," said Lee. He didn't really like the idea, but he wanted to be with his friends.

While they were "messing up" Miss Jones' classroom, the custodian caught Lee, Bobby, and Josie and called the police. Their parents were called and told to pick them up at the police station. When Lee's parents asked him why he did it, Lee said, "*They* made me do it."

PUTTING IT TOGETHER

1. Do you agree with Lee? Can someone else *make* you do something you think is wrong?
2. How do you think Miss Jones and her class will feel when they discover the mess?
3. How do you think Lee, Bobby and Josie should "make right" the wrong they have done?
4. What does it mean to "take responsibility" for your behavior?
5. Have you ever stood up against your friends for something you believed was right? Tell about it.

★★★★★★★★★★★★★★★★★★★★★★★★★★

YOUR CHALLENGE:

There may be times when someone tries to control your behavior by influencing you to do something you know is wrong. In small groups, brainstorm ways to deal with these situations.

★★★★★★★★★★★★★★★★★★★★★★★★★★

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OBSERVING CONFLICT

DIRECTIONS:
Keep a record of conflicts you observe over the next two or three days. Try to be as accurate as you can. Report only what you see and hear.

	CONFLICT 1	CONFLICT 2	CONFLICT 3
WHO is involved?			
WHERE? (classroom, playground, home, etc.)			
WHAT is being done or said? (actions, words)			
HOW does the conflict end? (constructively, destructively)			

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YOUR CHALLENGE!

Select one of the conflicts and suggest other ways that it could have been resolved.

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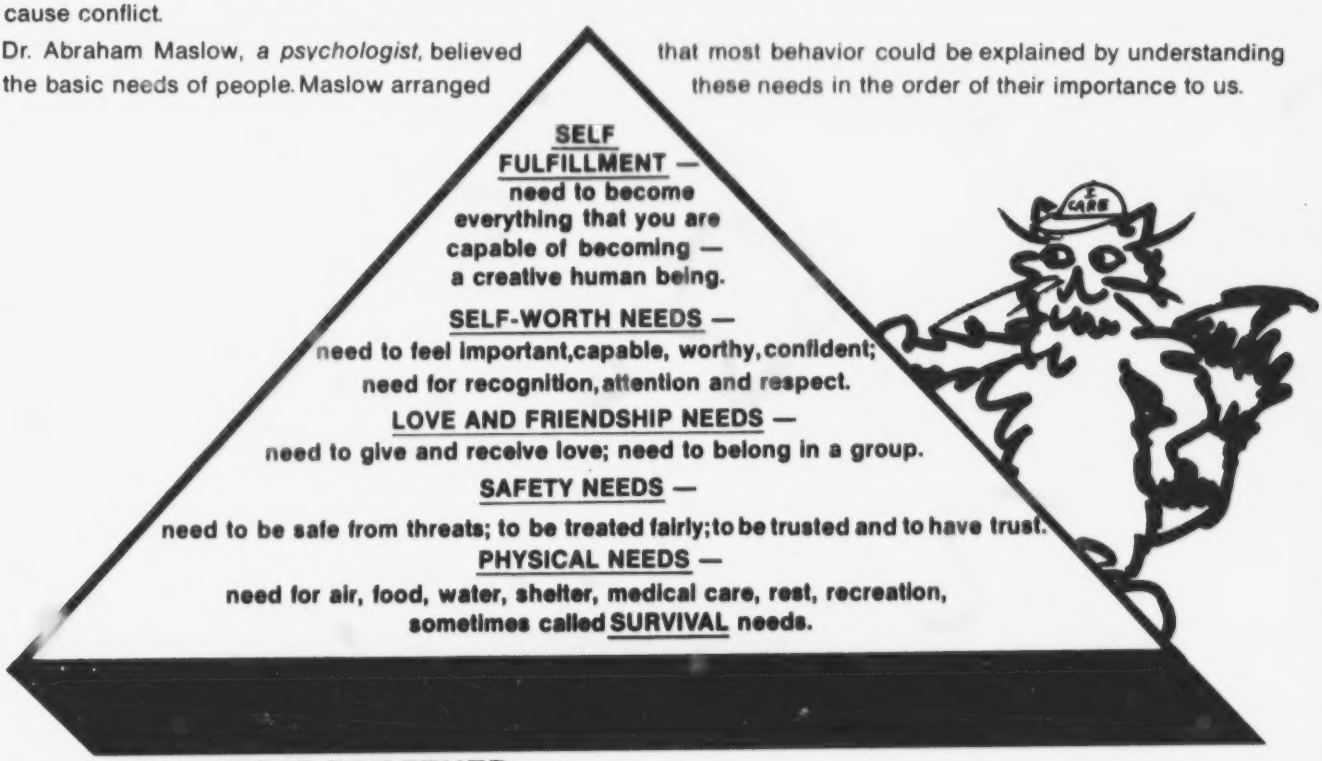
WHO NEEDS IT?

Everybody. People all over the world have the same *basic needs*. These needs must be satisfied if we want to have a good self-concept and get along well with other people. When our needs are satisfied, we feel happy and contented. When they are not satisfied, we feel frustrated, angry, sad, confused, hurt, jealous, and hateful. These feelings can cause conflict.

Dr. Abraham Maslow, *a psychologist*, believed that most behavior could be explained by understanding the basic needs of people. Maslow arranged these needs in the order of their importance to us.


SELF FULFILLMENT — need to become everything that you are capable of becoming — a creative human being.
SELF-WORTH NEEDS — need to feel important, capable, worthy, confident; need for recognition, attention and respect.
LOVE AND FRIENDSHIP NEEDS — need to give and receive love; need to belong in a group.
SAFETY NEEDS — need to be safe from threats; to be treated fairly; to be trusted and to have trust.
PHYSICAL NEEDS — need for air, food, water, shelter, medical care, rest, recreation, sometimes called SURVIVAL needs.
I CARE

PUTTING IT TOGETHER

Much of our behavior is a combination of needs. For example, when you eat with a friend, you are satisfying both the need for food and friendship.

Do you think that understanding basic needs will help you to understand behavior? Let's find out.

Analyze these behaviors and use Maslow's pyramid to identify the needs.

Five-year-old Mary cries and holds on to mother. It's the first day of school.

_____

You're not invited to a party. All of your friends are going. You're upset.

_____

Raymond talks loud and acts like a "bigshot."

_____

Andy's friends are pressuring him to drink beer with them.

_____

YOUR CHALLENGE!

Write down some basic needs that you had during the first two hours you were awake this morning. Were they met? How? If not, what did you do?

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Dr. Maslow tells us that love and friendship is one of the most important basic needs. When we are in a loving **environment,** it is easy to be caring and to show **respect.**

Even in a loving environment, there are times when we get frustrated and angry. Conflicts occur with the people we like and love. Sometimes we hurt their feelings and they hurt ours. Learning to deal with our "mean" feelings in ways that don't hurt others is a challenge that we all face.

Tell how you show love or respect to:	How do they show love or respect to you?
parents	
friends	
brother/sister	
classmates	
teachers	

Love is an emotion everyone should possess. It can bring us much joy and happiness.
Maria, Age 13

LOVE & FRIENDSHIP

To be a friend means _____

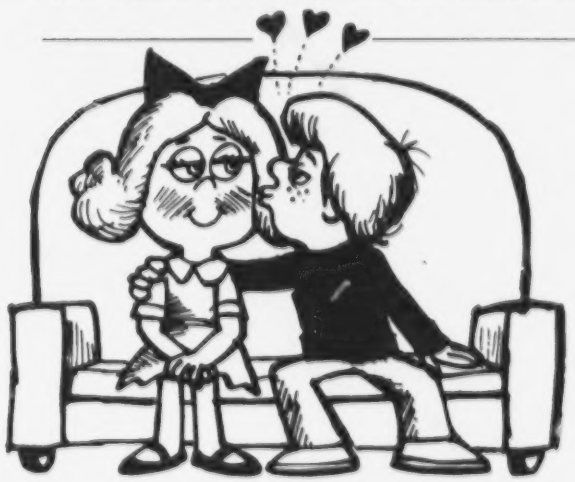
Sometimes my friend and I argue because _____

Some ways that I can "make up" after an argument with my friend are _____

_____

Some ways that I can help a friend or family member feel better when they feel sad, angry, or frustrated are _____

_____



When we are in a new situation — a new class, school, or job — we may experience feelings of anxiety and insecurity. These feelings usually disappear when others care enough to make us feel wanted.

Role play ways to show friendship to :

a) a new student;
b) someone who doesn't speak English.

What are some things a new student can do to make friends?

YOUR CHALLENGE! What *qualities* do you look for in a friend? Illustrate them by writing a story, a poem, or drawing some artwork.

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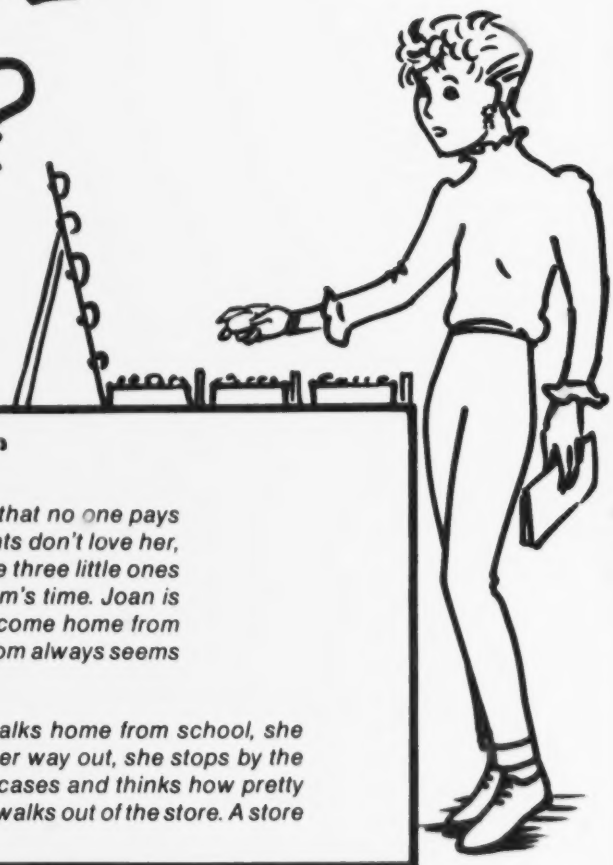
WHAT SHOULD I DO?

Love and friendship are such important needs that they sometimes cause people to do foolish things. Read the stories and complete the charts.



"CAUGHT"

Joan is eleven years old and feels that no one pays attention to her. It isn't that her parents don't love her, but her Dad works long hours and the three little ones at home seem to take up most of Mom's time. Joan is the oldest and Mom expects her to come home from school and help her do the chores. Mom always seems too busy to talk to her.

It is a hot day and Joan feels restless. As she walks home from school, she decides to stop off at Woolworth's for a soda. On her way out, she stops by the cosmetics counter. She opens some of the lipstick cases and thinks how pretty they all look. Suddenly, she puts one in her purse and walks out of the store. A store security man comes up to her.

Joan's feelings	Joan's needs	Inappropriate behavior

"CHICKEN"

Richard and his friends are playing ball in the park. They are having fun when Tom suggests a better game. The boys are interested and ask, "What kind of game?" Tom says they will have to go to his building. The boys begin racing towards Tom's house. When they get there, Tom says, "Okay. See this balcony? You have to jump from here to the next building."

Some of the boys think it is a "neat" idea. Richard isn't so sure. He says, "It's stupid. I'm going home." Tom then yells, "Chicken, Chicken. . .," and the other boys join in. Richard is afraid. He knows he can't jump that distance.

Richard's feelings	Tom's feelings
Richard's needs	Tom's needs

YOUR CHALLENGE! Write an ending for one of the stories telling how Joan or Richard's need for love and friendship could be satisfied in an appropriate way.

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Unreasonable risks!

In the story, "Chicken," Richard is challenged to take a risk that he knows is dangerous.

Why do you think kids dare each other to take unreasonable risks?

Why is it difficult to walk away from a challenge?

What do you think made the other boys join in chanting, "Chicken . . ."?

Boy taking dare is hit by train

A 14-year-old boy who took a dare from his friends was injured late Tuesday night when he was hit by a slow-moving train near NW 73rd Street and 23rd Avenue, Metro-Dade police said.

The boy, whose name wasn't immediately released, received severe cuts on his leg and neck, said police public information officer Ron Calmenaro. The boy was taken to Jackson Memorial Hospital, where he was reported to be in good condition early today.

Calmenaro said the teen-agers were "playing a dare game, sort of like playing Russian roulette" when one of them was hit by a passing freight train and knocked off the tracks.

Why do you think the boy in the newspaper article took the dare?

In what other ways might he have proved that he wasn't "chicken"?

Have you ever dared someone to take an unreasonable risk? Tell about it.

Have you ever accepted a dare? Tell about it.

AN UNREASONABLE RISK IS PUTTING YOURSELF IN A SITUATION WHERE YOU:

- GAIN NOTHING POSITIVE
- LOSE SOMETHING OF VALUE WHICH CAN'T BE REPLACED
- CAUSE SERIOUS PHYSICAL OR MENTAL HARM TO YOURSELF OR ANOTHER PERSON.

HERE ARE SOME UNREASONABLE RISKS:

- Risk taking so much of anything that you develop a psychological dependence on it (cigarettes, alcohol, food).
- Risk being mean to get what you want.
- Risk stealing.
- Add some of your own.

YOUR CHALLENGE! Brainstorm ways of saying "No" to an unreasonable risk.

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A reasonable risk is putting yourself in a situation where you stand to gain something positive if you take a chance and succeed.

Are all dares, risks, and challenges bad? When might they be considered constructive behavior?

A challenge can come from many sources. Our parents, teachers, and friends challenge us to become more responsible, more skilled and competent. We challenge ourselves as well. We want to excel in the classroom, in sports, and in other areas. We feel proud when we accomplish a difficult task.

What then is the difference between a reasonable risk and an unreasonable risk?

HERE ARE SOME REASONABLE RISKS:

- Making a new friend.
- Running for student council election.
- Playing a game even though you're not very good at it.
- Add more . . . _____

Reasonable Risks

KIDS MAKE A DIFFERENCE

A group of Jefferson Jr. High School students investigated the condition of Calusa River as a science project and found it seriously polluted.

They wanted to publicize the results of their two month study and were not discouraged when they were told that "nothing could be done."

The students decided to give a "polluters' award" to the three worst polluters. The award was given at a press conference which the students arranged. They invited local television and newspaper reporters, the mayor, and the city council to attend.

As a result of the press conference, the city council appointed a task force to study the students' findings.

—*Jefferson News*

PUTTING IT TOGETHER

What was the challenge these students faced?

Why do you think they didn't give up when they received no encouragement?

What were some of the risks that they took?

Were they reasonable?

Find out about some people in your community who took a reasonable risk. Tell about them and what they did.

YOUR CHALLENGE!

What are three reasonable risks that you could take this week?

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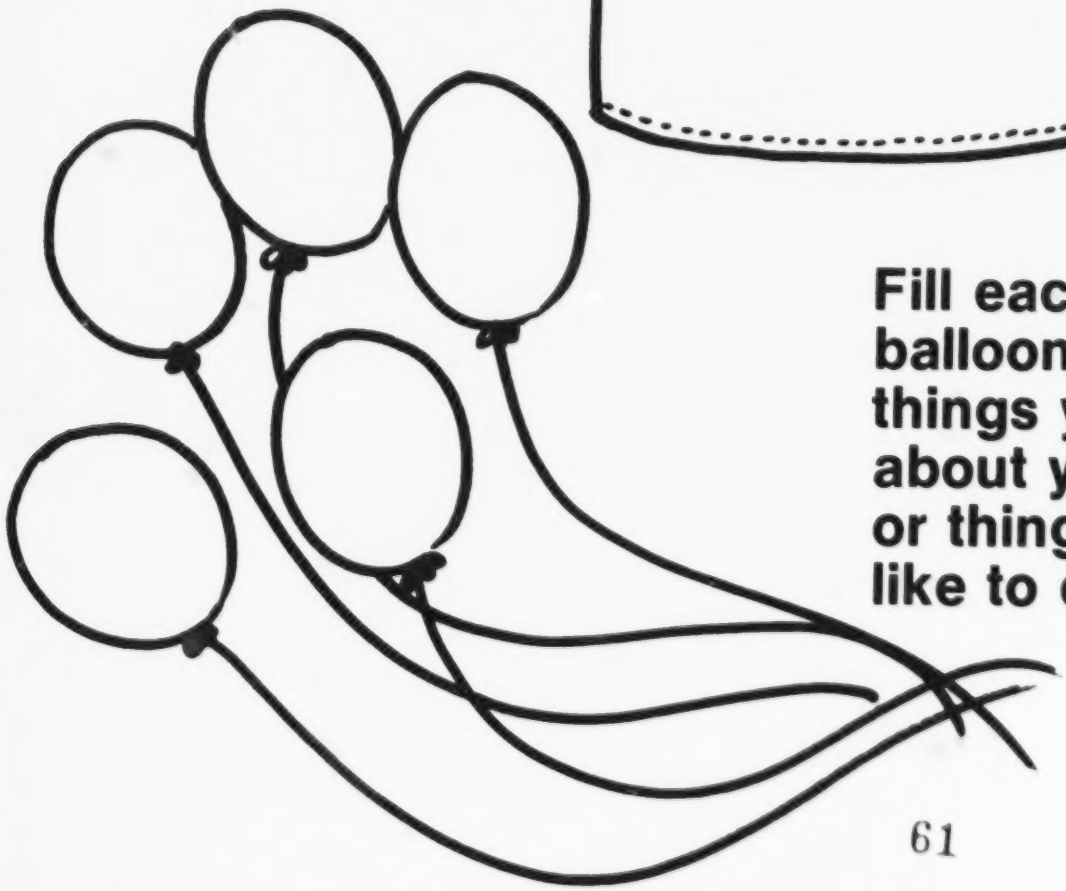
I AM SOMEBODY

Write one or two words that best describe you.

Use colors that you like to decorate the shirt.



Fill each balloon with things you like about yourself or things you like to do.

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MY VALUES

Values are all the things and ideas that are important to us.
Values greatly influence the decisions we make.
Some values are more important to us than others.
In fact, we may be willing to take great risks for those strong beliefs.
Values help us decide what is right or wrong.
As we grow older and more experienced,
our values sometimes change.

WHAT DO KIDS CARE ABOUT? The results of a recent survey surprised and impressed many people. Here are a few of their responses.

Jose: "I care a lot about freedom. In my country, people can't say and write things that the government disagrees with."

Mary: "My music is the most important value in my life."

Paul: "After our Scout Troop's environmental work, I value a pollution-free world."

Dan: "I value an education. We've always been poor and I want a good job.."

Wouldn't life be simple if all people had the same values? But, because our values differ we have conflicts. Sometimes we even have conflicts *within* ourselves. When our values clash, we may be forced to make a decision. Fortunately, if that decision does not work out, we have the *power*, as intelligent problem-solvers, to change it.

PUTTING IT TOGETHER

For each of the following, identify two *conflicting values*. Use the value chest for help.

1. You see a record that you really want in a store. You have no money. No one else is around. _

_____

2. Your friends are daring you to smoke. They are all watching you.

_____

3. You overhear a bully tell a classmate that he is going to get beat up after school.

_____

4. You want to invite a new student to your party. Your friends make fun of him and threaten not to come if he is invited. You suspect that they are prejudiced.

_____

YOUR CHALLENGE!

It's your decision. Make up a skit showing what you would do in each of the above situations.

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DECISIONS DECISIONS DECISIONS

When you were younger, most decisions were made by other people. Now you are older and you have more freedom, responsibility and choices. You have important decisions to make.

Should I steal the cassette?
FEELINGS. This makes me feel . . .
EXPERIENCES. The last time this happened . . .
NEEDS.
Should I join the kids who are drinking?
VALUES. This is the "right" thing to do . . .
CONSEQUENCES. If I do this, then . . .
PERCEPTIONS.

Decisions don't just happen. Many factors are processed by the human brain. Some decisions are simple: What clothes should I wear today? Should I buy a hamburger or a cheeseburger? But some decisions require more time and thought because the consequences are more serious.

PUTTING IT TOGETHER

Put your creative brain to work!

As the Conflict Editor of your school newspaper, you receive letters from students who need help in making decisions. Write an "I Care" reply to each of these letters:

Dear "I Care,"
I caught my best friend writing on the wall at school. This morning our principal talked to us about Keeping our school clean. Mrs. Adams, our school custodian, has had to scrub the walls three times this week. I hate to squeal on my friend, but I know that what she did is wrong.

Sincerely,
Caught Too

Dear "I Care,"
Some of my friends heard that my parents are going away this weekend and want me to have a party. I'm not supposed to have any kids over until my parents come back. The kids say that no one will ever know, but I'm afraid they'll find out. What can I do?

Sincerely,
Needs Help

YOUR CHALLENGE!

Write a "Dear I-Care" letter. Exchange it with a classmate. Write a reply. Share and discuss what each of you wrote.

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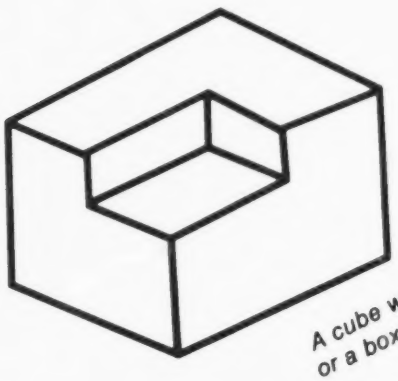
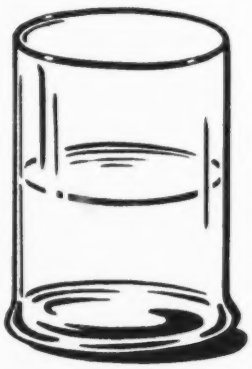
SEEING BEYOND OUR EYES: PERCEPTIONS

In the story "The Wise Men and the Elephant," each of the six blind men argued about how an elephant looked. Their perceptions were based on their "blindness." At times, all of us suffer from "blind spots" because we tend to look at things from our own experiences, needs, values and feelings.



A cube with a chunk out or a box in a corner?



Half empty or half full?

WHAT DO YOU SEE?

A hidden word?

Young girl or old witch?

Did everyone perceive the illustrations in the same way?

How do you think "blind spots" might affect the way people perceive others and their ideas?

How can "blind spots" cause prejudice?

YOUR CHALLENGE!

Choose an idea that you feel strongly about. Interview other people to get different points of view. How did their perceptions differ from yours? Did you find evidence of "blind spots"?

Brainstorm ways that people can overcome "blind spots."

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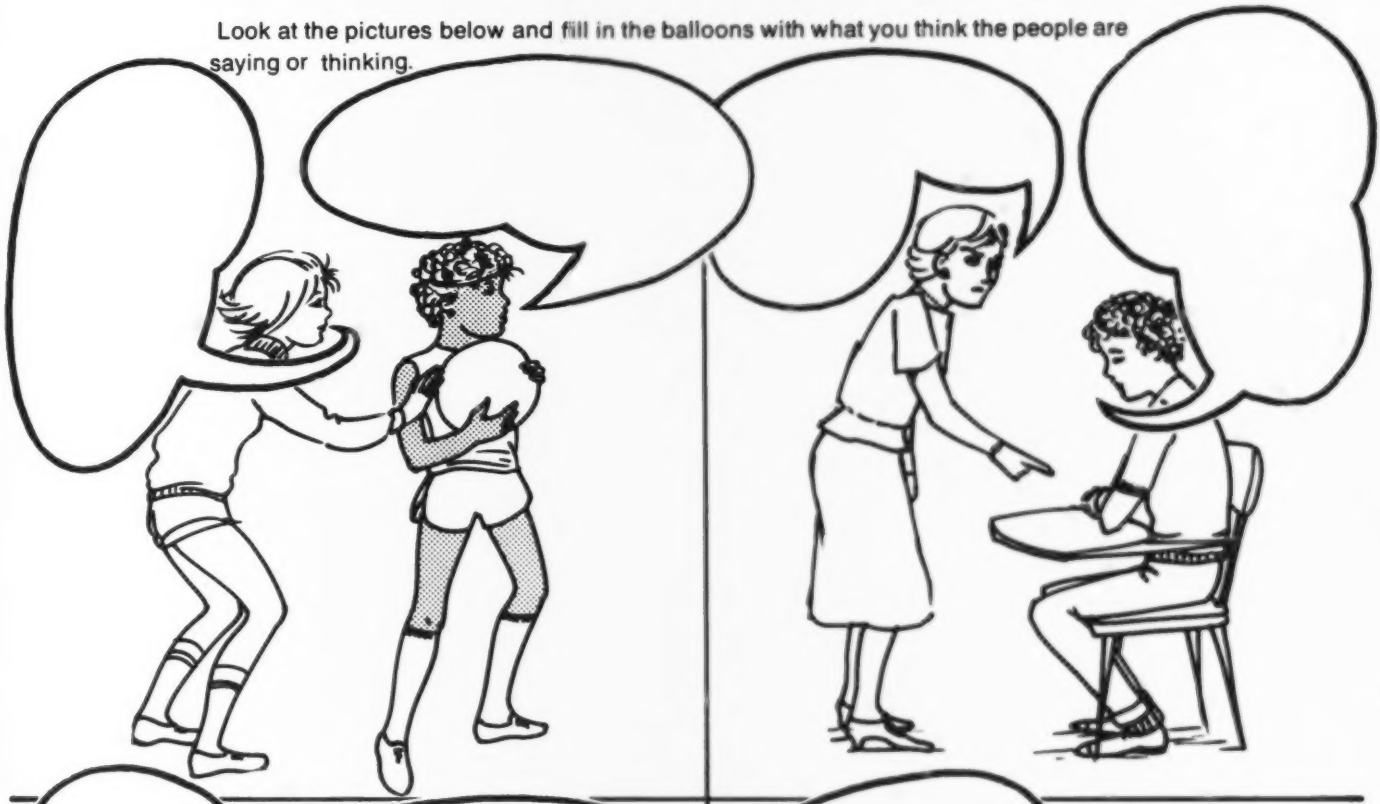
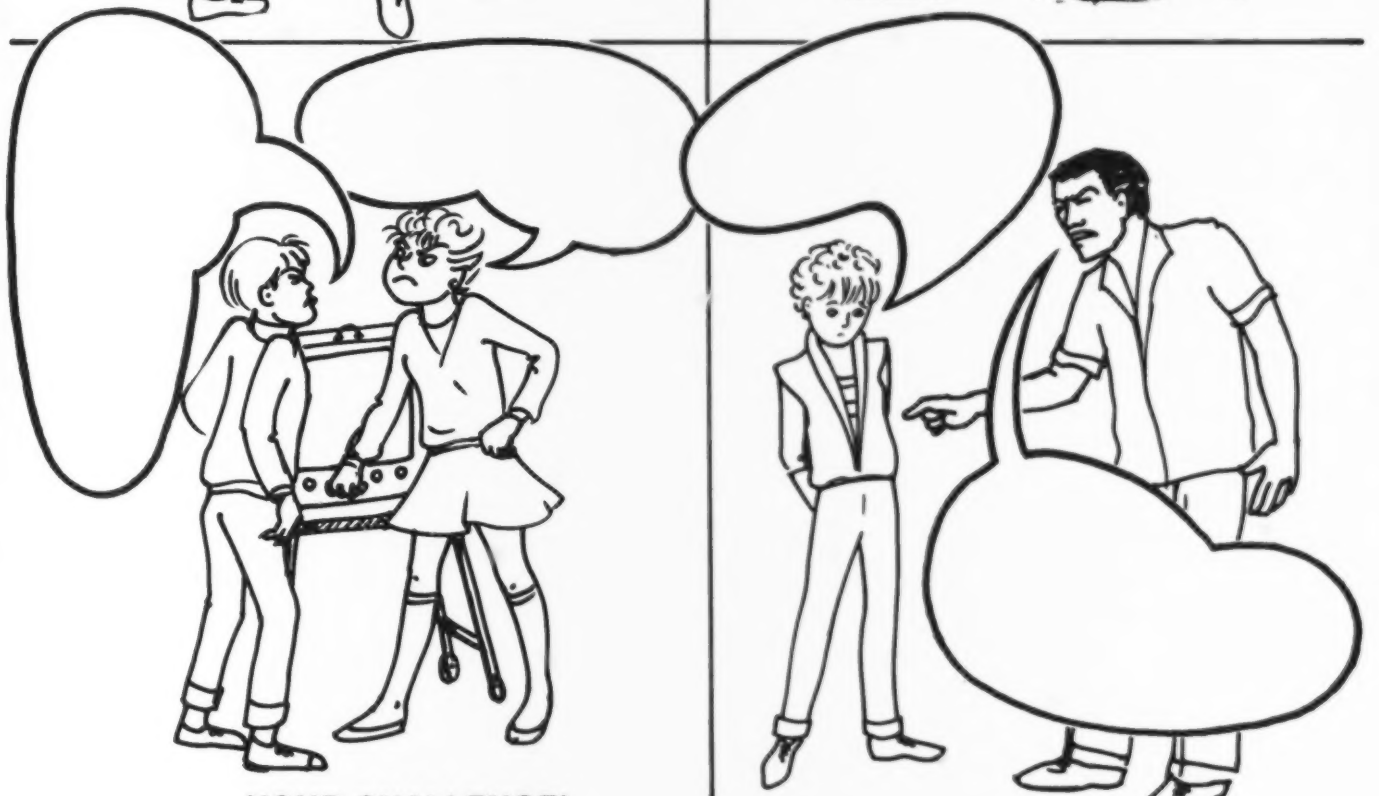
Conflict & Perception

Look at the pictures below and fill in the balloons with what you think the people are saying or thinking.





YOUR CHALLENGE!

Select one of the above cartoons and write a skit telling how the conflict will end.

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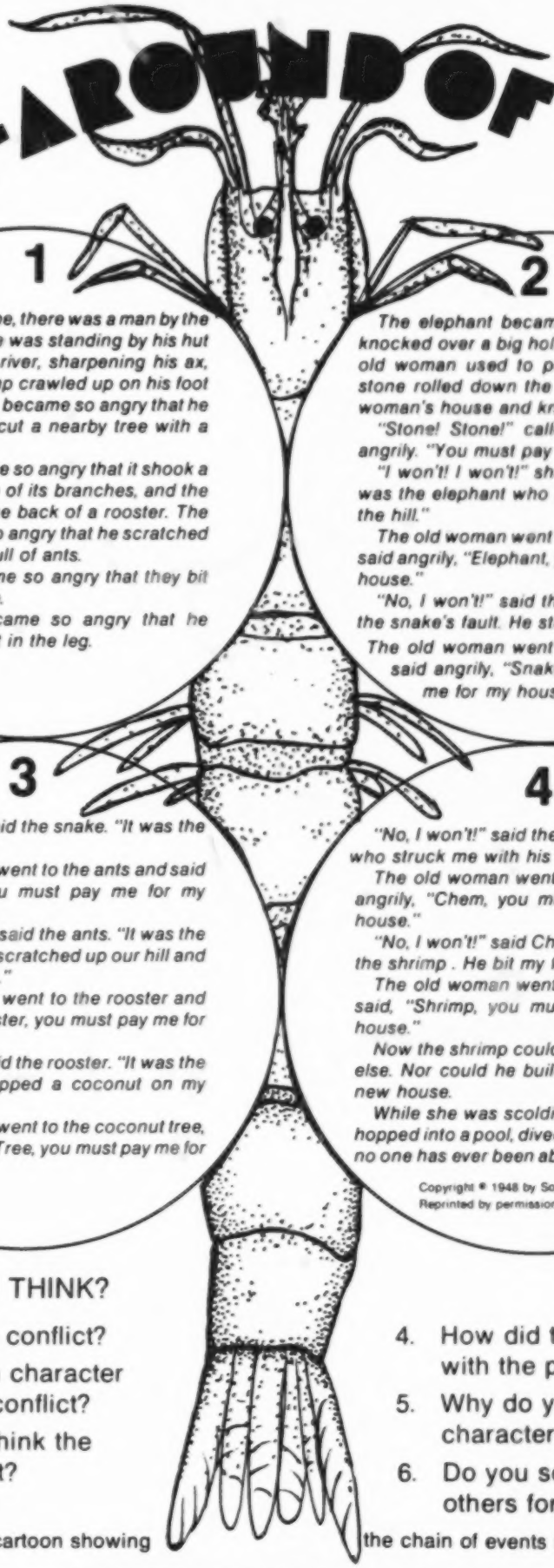
A RING-AROUND OF TEMPER



1

Once upon a time, there was a man by the name of Chem. He was standing by his hut on the bank of a river, sharpening his ax, when a little shrimp crawled up on his foot and bit him. Chem became so angry that he lifted his ax and cut a nearby tree with a fierce blow.

The tree became so angry that it shook a coconut from one of its branches, and the coconut fell on the back of a rooster. The rooster became so angry that he scratched up a big ant hill full of ants.

The ants became so angry that they bit the tail of a snake.

The snake became so angry that he stung an elephant in the leg.

2

The elephant became so angry that he knocked over a big hollow stone which an old woman used to pound her rice. The stone rolled down the hill and hit the old woman's house and knocked it down.

"Stone! Stone!" called the old woman angrily. "You must pay me for my house."

"I won't! I won't!" shouted the stone. "It was the elephant who made me roll down the hill."

The old woman went to the elephant and said angrily, "Elephant, you must pay for my house."

"No, I won't!" said the elephant. "It was the snake's fault. He stung me in the leg."

The old woman went to the snake and said angrily, "Snake, you must pay me for my house."

3

"No, I won't!" said the snake. "It was the fault of the ants."

The old woman went to the ants and said angrily, "Ants, you must pay me for my house."

"No, we won't!" said the ants. "It was the rooster's fault. He scratched up our hill and spoiled our house."

The old woman went to the rooster and said angrily, "Rooster, you must pay me for my house."

"No, I won't!" said the rooster. "It was the tree's fault. It dropped a coconut on my back."

The old woman went to the coconut tree, and said angrily, "Tree, you must pay me for my house."

4

"No, I won't!" said the tree. "It was Chem who struck me with his ax."

The old woman went to Chem and said angrily, "Chem, you must pay me for my house."

"No, I won't!" said Chem. "It's the fault of the shrimp . He bit my foot."

The old woman went to the shrimp and said, "Shrimp, you must pay me for my house."

Now the shrimp could not blame anyone else. Nor could he build the old woman a new house.

While she was scolding him, the shrimp hopped into a pool, dived to the bottom, and no one has ever been able to find him since.

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WHAT DO YOU THINK?

1. What was the conflict?
2. How did each character perceive the conflict?
3. How do you think the characters felt?
4. How did the shrimp deal with the problem?
5. Why do you think the characters blamed each other?
6. Do you sometimes blame others for your actions?

YOUR CHALLENGE!

Draw a cartoon showing the chain of events in the story.

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FRUSTRATIONS... WE ALL HAVE THEM!

In the story "A Ring-Around of Temper," the shrimp was **frustrated** because he didn't have the intelligence, the money or the skills to build the old woman a house. All he could do was run away.

Common sense tells us that it is not always possible to have (or do) everything we want when we want it. When our wants or needs are blocked by other people or things, we feel frustrated.

A frustrating experience can be a challenge that forces us to think creatively about how to solve a problem and become more capable people. If we don't deal with our frustrations constructively, we begin to feel angry and desperate, and we may do things that hurt ourselves and others.

Analyze each situation. Then add other possible choices. What choice would you make?

FRUSTRATION 1

Frustration is not being able to go to the movies with your best friend because you have to babysit for your little sister.

BLOCK: Little sister

SOME CHOICES I HAVE:

1. Scream until I get my way.
2.
3.
4.

MY CHOICE:

FRUSTRATION 2

Frustration is not understanding the math lesson the teacher is explaining.

BLOCK: Lack of knowledge/skill

SOME CHOICES I HAVE:

1. Ask the teacher for more help.
2.
3.
4.

MY CHOICE:

YOUR CHALLENGE!

Select a frustrating experience that you recently had and analyze it using a chart like those above. Think of as many choices of behavior as you can.

Are you presently handling your frustrations in a constructive way? Explain.

If not, what can you do differently?

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Emotions
You humans, it seems,
are very strange
When you show emotions
of such a range.
Most illogical to us
Vulcans. . .
— John, Age 11

Bringing Up Father **By Bill Kavanagh & Hal Camp**

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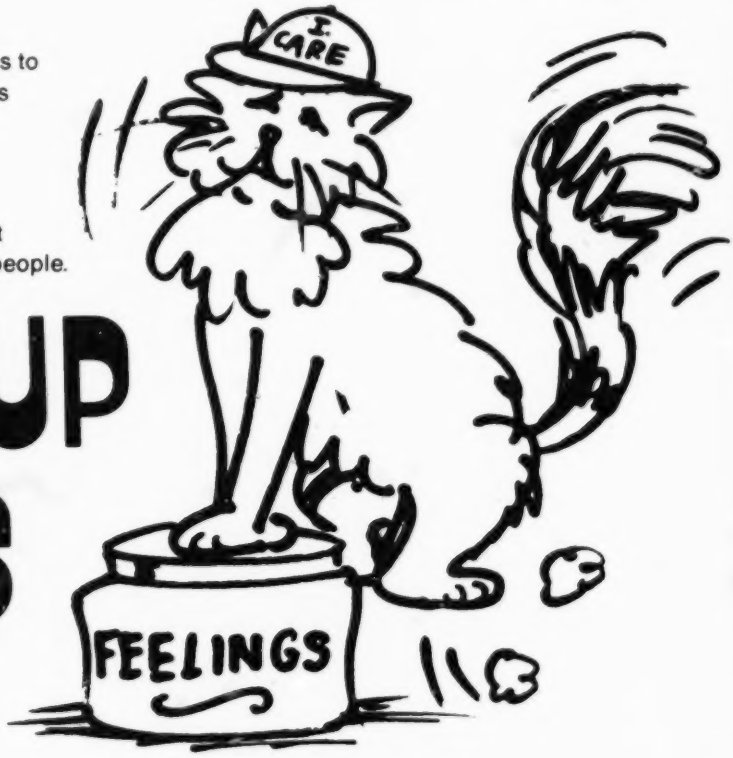
Often we feel frustrated and angry, and don't know how to deal with it. We "bottle up" emotions until we are ready to explode. We feel out of control.

Doctors say that it is important to find appropriate ways to release our "bottled up" emotions. Otherwise, these feelings can lead to ulcers, heart attacks, high blood pressure, cancer, and many other physical and mental diseases.

Learning to deal with our emotions constructively will not only help us to stay healthy physically and mentally, but will help us to manage conflict and become more caring people.



BOTTLING UP EMOTIONS

FOR YOU!

Sometimes people use colorful language to talk about their feelings. Here are a few examples. Illustrate some of them.

It is not always easy to find constructive ways to deal with people or situations that make you frustrated and angry *before* you get "boiling mad," and "blow your top."

YOUR CHALLENGE!

List some ways that you can express your anger without hurting yourself or others.

Draw a cartoon of something that makes you angry.

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YOUR FACE IS A MIRROR OF YOUR FEELINGS

DIRECTIONS: Draw facial expressions to fit the following situations.

Caught in an embarrassing situation

Your project turned out great

You help someone with a problem

At the dentist

Death of your pet

Last day of school

Surprise birthday party

A broken promise

Someone steals your lunch

Alone at home, watching a scary movie

Taking out the garbage

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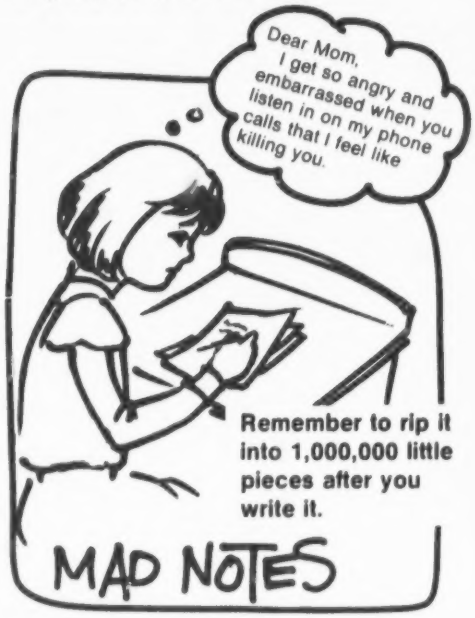
IT MAKES ME ANGRY

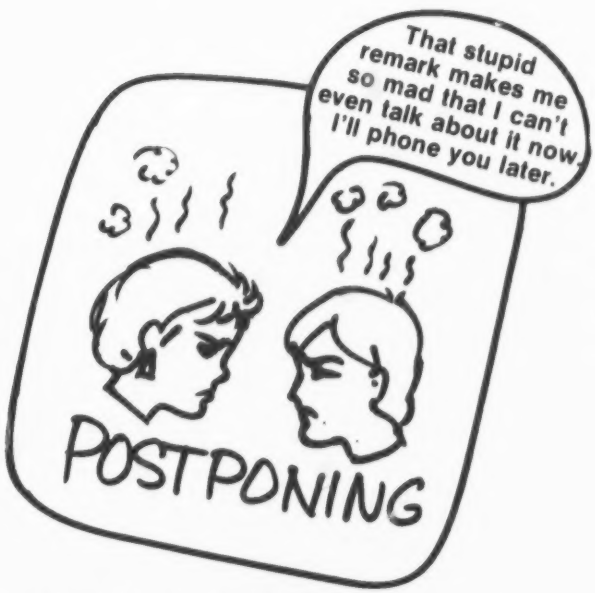
Have you ever felt the way the kids in the cartoon do? Draw a cartoon showing what makes YOU really angry.

When frustration is not resolved, we often become angry. Anger is a natural emotion that all people feel. Anger does not have to end in violence. Sometimes we get so angry that we feel like a "bomb ready to explode." Nature has given our bodies a lot of energy so that we may act quickly when we are in danger. What do our bodies want to do with this energy? Is it possible to *defuse* this energy without hurting ourselves and others?

Some students your age have suggested techniques for defusing anger. In small groups, discuss them and add some of your own.

Anger is the letting off of steam,
the punching at your pillow
to cool off . . .
The gritting of your teeth,
and biting your lip
to control yourself.
Mark, age 12


Dear Mom,
I get so angry and embarrassed when you listen in on my phone calls that I feel like killing you.
Remember to rip it into 1,000,000 little pieces after you write it.
MAD NOTES



YOUR CHALLENGE!

Practice one of these techniques and use it the next time you find yourself reacting in an angry way. Tell about it.

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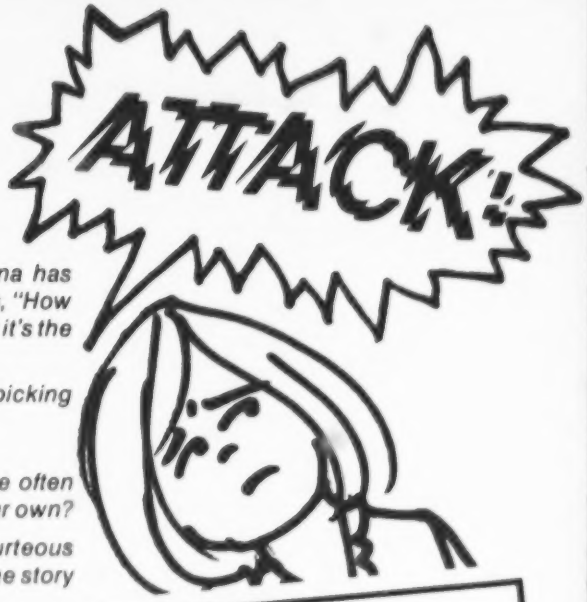
TERRY'S STORY



My family has just finished dinner. Robert is watching television. Anna has begun her homework. I am on the telephone. Suddenly my Mom explodes, "How come all of you become so busy when it's time to do the dishes? Every night it's the same old story."

I respond angrily, "From the minute you get home from work, you begin picking on me!"

Sound familiar? When other people's anger is directed towards us, we often respond in the same way. Why is it that another's angry feelings bring out our own?

Do you think it is possible to respond to an angry person in a calm and courteous way? What effect might that have on an angry person? Let's go back to the story and analyze the conflict.

IDENTIFY THE CONFLICT:	FEELINGS:	PERCEPTION OF THE PROBLEM:
	Mom Terry	Mom Terry

REMEMBER: When other people are angry with you, STOP and think! What is making the person angry? How are you contributing to the problem? How can you help the situation?

PUTTING IT TOGETHER:

Complete the following chart as honestly as you can

ANGRY PERSON	WHY SHE/HE GETS ANGRY WITH ME	HOW I CAN HELP THE SITUATION
parent		
brother/sister		
teacher		
friend		
classmate		
other		

YOUR CHALLENGE!

Write an ending for Terry's story, so that the conflict ends in a constructive manner.

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SCAPEGOATING

Scapegoat: a person or a thing made to take the blame for something which is the fault of another.

LEADS TO CONFLICT

Joan forgot to set her alarm clock. Mom had already left for work and Joan realized she had forgotten to get her favorite blouse ready to wear to school. She arrived at school late and angry. She had an argument with her friends, yelled at the teacher, got a detention, went home, hit her younger brother, and yelled at her Mom.

WHAT DO YOU THINK?

Who was Joan really angry with? Is it possible that what happens to us is sometimes our own fault? What is scapegoating? Who were Joan's scapegoats? If you were Joan's Mom, what would you say or do to Joan?

I REMEMBER WHEN: someone made me a scapegoat. (Describe)

_____

_____

I made someone a scapegoat. (Describe)

_____

_____

HOW DANGEROUS IS SCAPEGOATING?

1 In 1692, a group of young girls in Salem, Mass., accused a West Indian slave of being a witch.

2 Before and during World War II, the Jews were blamed for Germany's problems.

3 During World War II, thousands of American citizens of Japanese origin who lived in the Western United States were forced to live in "internment" camps.

YOUR CHALLENGE!

Find out more about each incident and what happened to the people involved. Share your findings.

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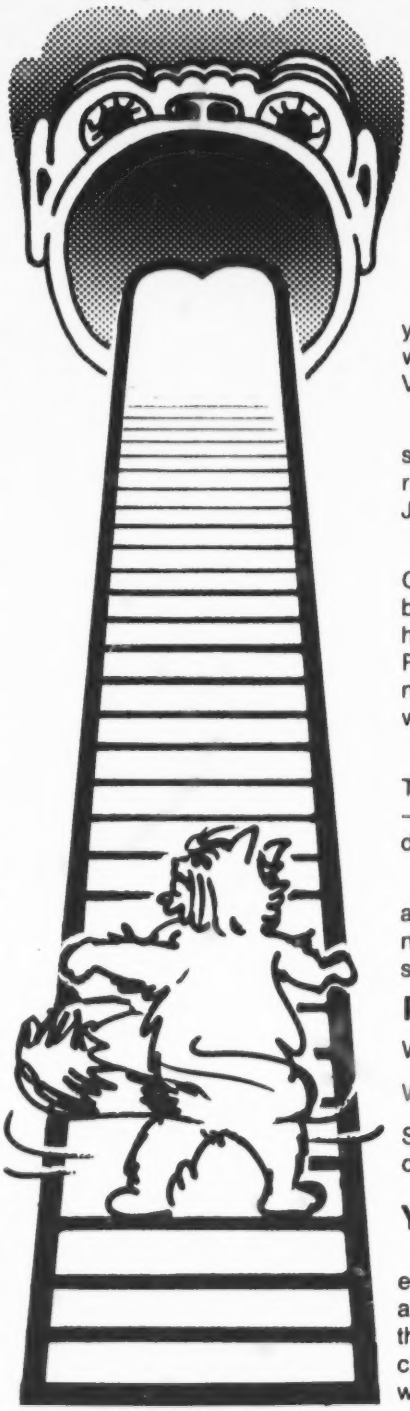
TRAPPED ON AN 'ESCALATOR'

At times a simple conflict can get out of hand and end in violence. It can happen so quickly that we wonder what we said or did to cause such an eruption. Sometimes the tone of our voice, the expression on our face, the way we stand, and how we use our hands (our body language) give a message that may escalate a conflict.



"THE DANCE"

Tammy and Lori were best friends. They did everything together. They loved to talk for hours on the phone, or go to each other's houses and listen to their favorite records.

One day a new boy, Alfredo, entered the class. All the girls liked him and each one tried to get Al's attention. Tammy and Lori talked about Al a lot.

The trouble began at the Valentine's Day dance. Al kept asking Tammy to dance with him. Lori sat with her arms tightly folded and stared at them.

Toward the end of the evening, Tammy went over to ask Lori if she was having a good time. Lori stood stiffly without looking at Tammy and walked away.

Tammy shrugged her shoulders saying, "What's your problem?"

The next day at lunch, Lori sat with some girls at another table, away from Tammy. They were giggling, with their heads close together.

Tammy stormed across the room with her hands on her hips. She demanded to know what Lori was telling the girls about her.

Lori laughed and replied, "It's for us to know and for you to find out."

With her fist clenched, and eyes glaring, Tammy moved toward Lori. Lori shook her fist and called Tammy a name. The other girls at the table were all laughing. One of the girls whispered, "Don't let her push you around Lori." Tammy lunged forward and shoved Lori.

spat escalates

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By AL MESSERSCHMIDT
Herald Staff Writer

The argument began more than two years ago over several cats — cats that were using the lawn of Raul and Gladys Viltres as a litter box.

The argument escalated Aug. 10 into shouts and curses over a wet, dirty rug — a rug that was dripping water on the lawn of Julio Gutierrez.

The argument exploded Aug. 10 when Gutierrez, the cat owner, grabbed a single-barrel shotgun, pointed it at the Viltres house and fired twice. Gutierrez missed Raul Viltres, but blew out a window of the neighbor's home and peppered the ceiling with shot.

A six-member Circuit Court jury said Tuesday — after 80 minutes of deliberation — that Gutierrez was guilty of recklessly displaying the shotgun.

What began with an argument over a cat and turned into a two-year feud between neighbors ended with a one-year jail sentence for Gutierrez.•

PUTTING IT TOGETHER:

What was the original conflict?

What actions escalated the conflict?

Suggest ways that either family could have changed the direction of the conflict.

YOUR CHALLENGE!

What kind of world would this be if everyone used threatening words and actions to "get their way"? Discuss how those behaviors would effect the home, classroom, playground, community and world.

Complete the chart and discuss.

ORIGINAL CONFLICT	'ESCALATORS' OF THE CONFLICT WORDS / BODY LANGUAGE / FEELINGS
	TAMMY
	LORI

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CHANGING DIRECTIONS

In "The Dance," Tammy and Lori said and did mean things because they lacked the skills necessary to deal constructively with their hurt feelings. The girls' words, actions, and body language escalated the conflict. Non-threatening words, actions, and body language could have changed the direction and de-escalated the conflict.

Fortunately, because we are intelligent human beings with the ability to make choices, we have the power to change directions.

How could each person have helped to change the direction of the conflict?

Lori

Tammy

Alfredo

Girls

YOU ARE IN CONTROL

Just think! You now have the knowledge and understanding to change the direction in a conflict so that it doesn't hurt you or others.

Use *Rules for Fighting Fair* and *I Care* language to change the direction of the conflict in The Game.

Changing direction in a conflict is not easy. Like all skills, it takes a lot of practice. Here are more situations for you and a partner to act out. Take a role and try your skill. Then switch roles. Good luck!

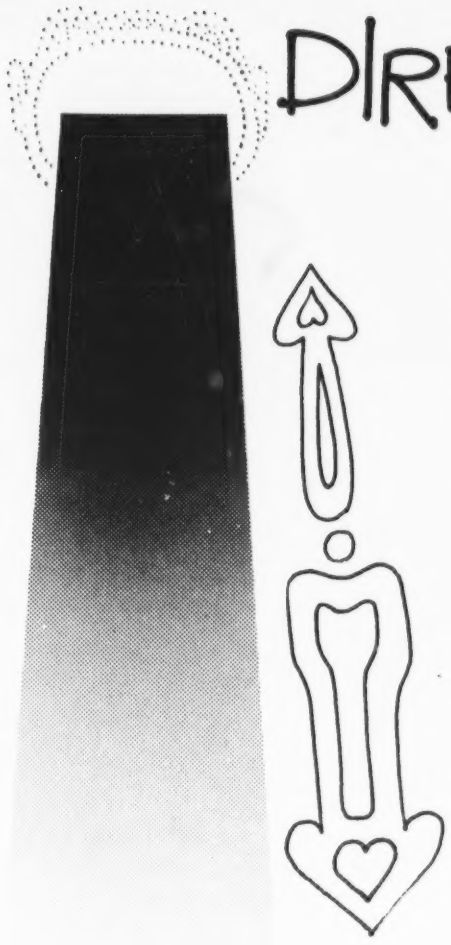
Steven, age 16, wants to borrow the car. His dad thinks he is using it too much.

Marcia's mom can't stand her clothes all over the floor. Marcia says her room is her own business.

Susan feels that she is always getting blamed for things that David does. David thinks Susan gets away "with murder."

YOUR CHALLENGE

Write other 'Changing Directions' stories to give classmates to act out.



THE GAME

Last inning of a tie game, the ball comes to you. You drop it.

Team-mate gives you a dirty look.

You glare back. (___)

Team-mate calls you a name.

You say, "Who are you calling that?" (___)

Team-mate comes closer: "You Stupid!"

You come closer with fists clenched. (___)

Team-mate grabs your shirt.

You shove him.

FOR THE BETTER

PUTTING IT TOGETHER

Role-play the story using non-threatening words, actions and body language to change the direction of the conflict.

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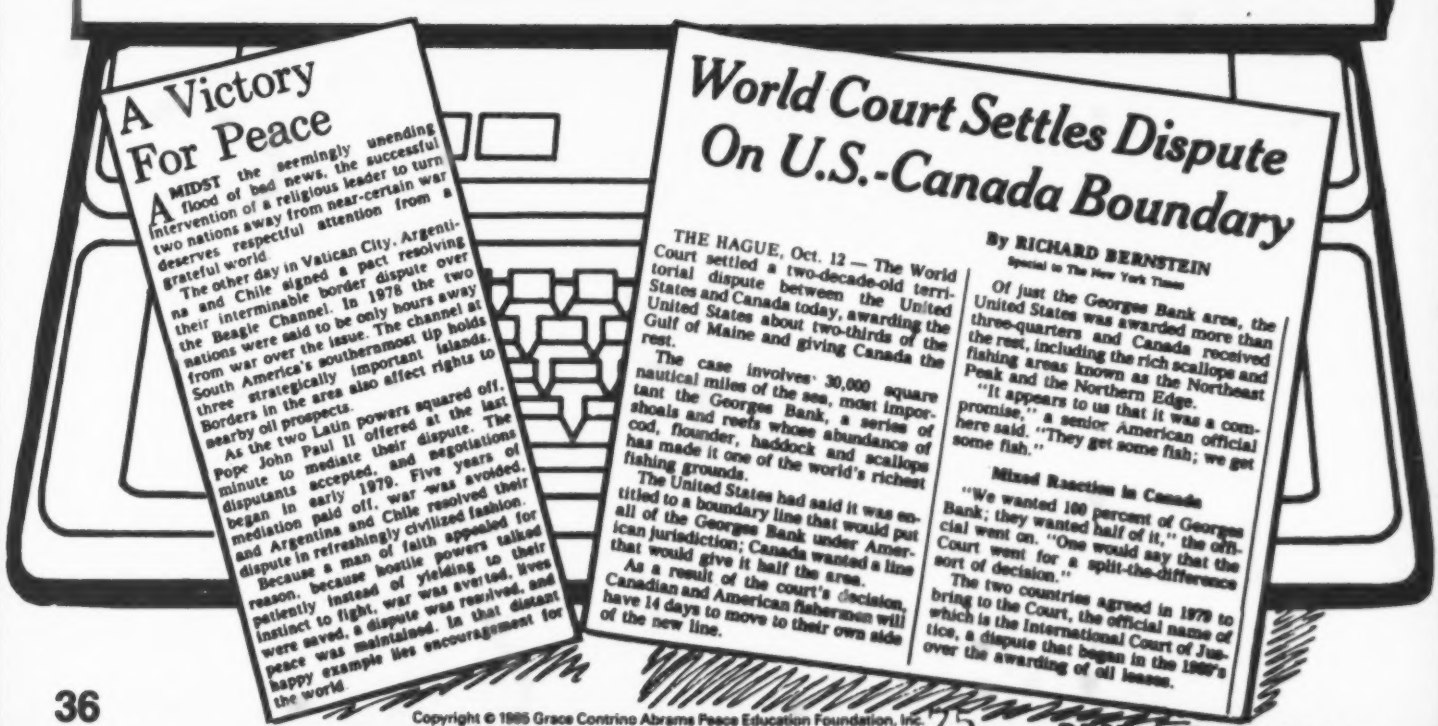
NEW DIRECTIONS

Our world is more *interdependent* and *complex* than ever before in history. Its advanced technology offers us the promise of a just and peaceful world, or a world torn by fear, hate, hunger, and threat of war.

The old ways don't work. We can no longer perceive conflict as a "tug o' war." The loser may be desperate enough to "get even" in ways that escalate the original conflict. "Getting even" may cost both sides more than they are willing to sacrifice.

Just as there have been advances in machine and electronic technology, there have also been advances in the technology of solving conflicts. Mediation, arbitration, adjudication, negotiation, and reconciliation are techniques that people and nations can use to work together to solve problems. These techniques use many of the skills that you and your classmates have been learning: caring language, respect for each other's dignity, up-listening, non-threatening body language, and an earnest desire for a Win/Win solution where no one has to "get even."

Read and discuss "A Victory For Peace" and "World Court Settles Dispute." Identify the conflict, who was involved, the techniques used, and what each side won or lost.



A Victory For Peace

AMIDST the seemingly unending flood of bad news, the successful intervention of a religious leader to turn two nations away from near-certain war deserves respectful attention from a grateful world.

The other day in Vatican City, Argentina and Chile signed a pact resolving their interminable border dispute over the Beagle Channel. In 1978 the two nations were said to be only hours away from war over the issue. The channel at South America's southernmost tip holds three strategically important islands. Borders in the area also affect rights to nearby oil prospects.

As the two Latin powers squared off, Pope John Paul II offered at the last minute to mediate their dispute. The disputants accepted, and negotiations began in early 1979. Five years of mediation paid off, war was avoided, and Argentina and Chile resolved their dispute in refreshingly civilized fashion.

Because a man of faith appealed for reason, because hostile powers talked patiently instead of yielding to their instinct to fight, war was averted, lives were saved, a dispute was resolved, and peace was maintained. In that distant happy example lies encouragement for the world.

World Court Settles Dispute On U.S.-Canada Boundary

By RICHARD BERNSTEIN
Special to The New York Times

THE HAGUE, Oct. 12 — The World Court settled a two-decade-old territorial dispute between the United States and Canada today, awarding the United States about two-thirds of the Gulf of Maine and giving Canada the rest.

The case involves 30,000 square nautical miles of the sea, most important the Georges Bank, a series of shoals and reefs whose abundance of cod, flounder, haddock and scallops has made it one of the world's richest fishing grounds.

The United States had said it was entitled to a boundary line that would put all of the Georges Bank under American jurisdiction; Canada wanted a line that would give it half the area.

As a result of the court's decision, Canadian and American fishermen will have 14 days to move to their own side of the new line.

Of just the Georges Bank area, the United States was awarded more than three-quarters and Canada received the rest, including the rich scallops and fishing areas known as the Northeast Peak and the Northern Edge.

"It appears to us that it was a compromise," a senior American official here said. "They get some fish; we get some fish."

Mixed Reaction in Canada

"We wanted 100 percent of Georges Bank; they wanted half of it," the official went on. "One would say that the Court went for a split-the-difference sort of decision."

The two countries agreed in 1979 to bring to the Court, the official name of which is the International Court of Justice, a dispute that began in the 1969's over the awarding of oil leases.

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BEST COPY AVAILABLE

THE CHALLENGE

A CLASS WITH CLOUT

In Baltimore, Maryland, Mrs. Weidler's third grade class thought there should be a law requiring all elevators in state government buildings to have braille numbers for blind people. They contacted Senator Norman Stone, who introduced a bill in the State Legislature. The class attended a hearing and testified for the bill. The bill passed and was signed into law. Because students cared enough to get involved, blind people in Maryland can be more independent.

STUDENT PETITIONS FOR FAIR ADVERTISING

An 11-year-old Floridian, Dawn Kurth, researched children's television commercials because she felt that they were sometimes misleading and even dangerous. Vitamin pills were compared to chocolate candy and the advertising gave a false picture of the value of the toys in cereal boxes.

She was invited to testify before the Senate Commerce Committee in Washington D.C., where she presented her "kid's view of TV advertisements" including the results of a questionaire which she sent to 1500 children.

As a result of her work fair advertising laws were passed.

Conflict provides an opportunity to look at a problem creatively, from a fresh perspective. Conflict can be a great motivator for change. Throughout history courageous people have spoken out for justice, and helped create a better world for all of us.

You have heard people say, *"Don't make waves," "What can one person do," "Leave well enough alone."* Fortunately, there have always been people like Mrs. Weidler's students in Baltimore and Dawn Kurth, who knew they could make a difference.

Select one of the following and find out what they did and how they did it.

Jane Addams	Cesar Chavez	Gandhi	Bishop Desmond Tutu	Susan B. Anthony
Ralph Nader	Jacob Reis	Mother Teresa	Martin Luther King, Jr.	
		Eleanor Roosevelt	William Penn	

We live in a democratic country where people have the responsibility and the opportunity to speak out for what they think is right. Some techniques for making non-violent changes are citizen initiatives, referenda, pickets, sit-ins, marches, letter-writing, vigils, petitions, boycotts, and civil disobedience. Find out more about these methods and how they have been used.

YOUR CHALLENGE!

How will your Peacemaker be honored?

Design a Peacemaker's Award and present it to someone at your school.

How will you select the nominees? How will you decide on a winner?

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What can you do when you see something that is causing a problem? You *can* take responsible action to help solve the problem. Here's how:

1 GET ORGANIZED
Find people who share your concerns.

2 DEFINE THE PROBLEM
What do you want to change?
Why is it causing a problem? To whom?
Be specific. Write it down.

3 GET THE FACTS
Study all sides of the issue. Who is responsible or in a position to make changes? What has already been done?

4 BRAINSTORM IDEAS
List all ideas even wild and crazy ones.
Pick the ones that might work.
Discuss possible consequences.
Identify your spokesperson.
Come up with an action plan.
Role-play your strategy.

What methods are we going to use?

Information fact sheets
Letters to the Editor
Posters
Marches/demonstrations
Petitions
Speakers
Contacting elected officials
Press conferences
Radio/television/press coverage
Vigils

DO IT! 5
Implement the plan.

STEPPING INTO ACTION

UNSUCCESSFUL?
BACK TO THE DRAWING BOARD
Re-gather your forces.
Evaluate your old plan for strengths and weaknesses.
How can you educate the public about the problem?
Which community groups will help you?
Draw up a new plan.

SUCCESSFUL?
Congratulations!
Pat yourself on the back. Stay involved.

EVALUATION
How effective were you this time?

You may have to continue this process several times. Continue with different strategies until you are successful.

Remember that the *democratic process* can only work when citizens have the courage to face conflict fairly and deal constructively with change. Our world needs more people like you!

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Evaluate your progress. Are you in control? Every few weeks, take a look at your goals. Are YOU satisfied? Are you a caring human being?

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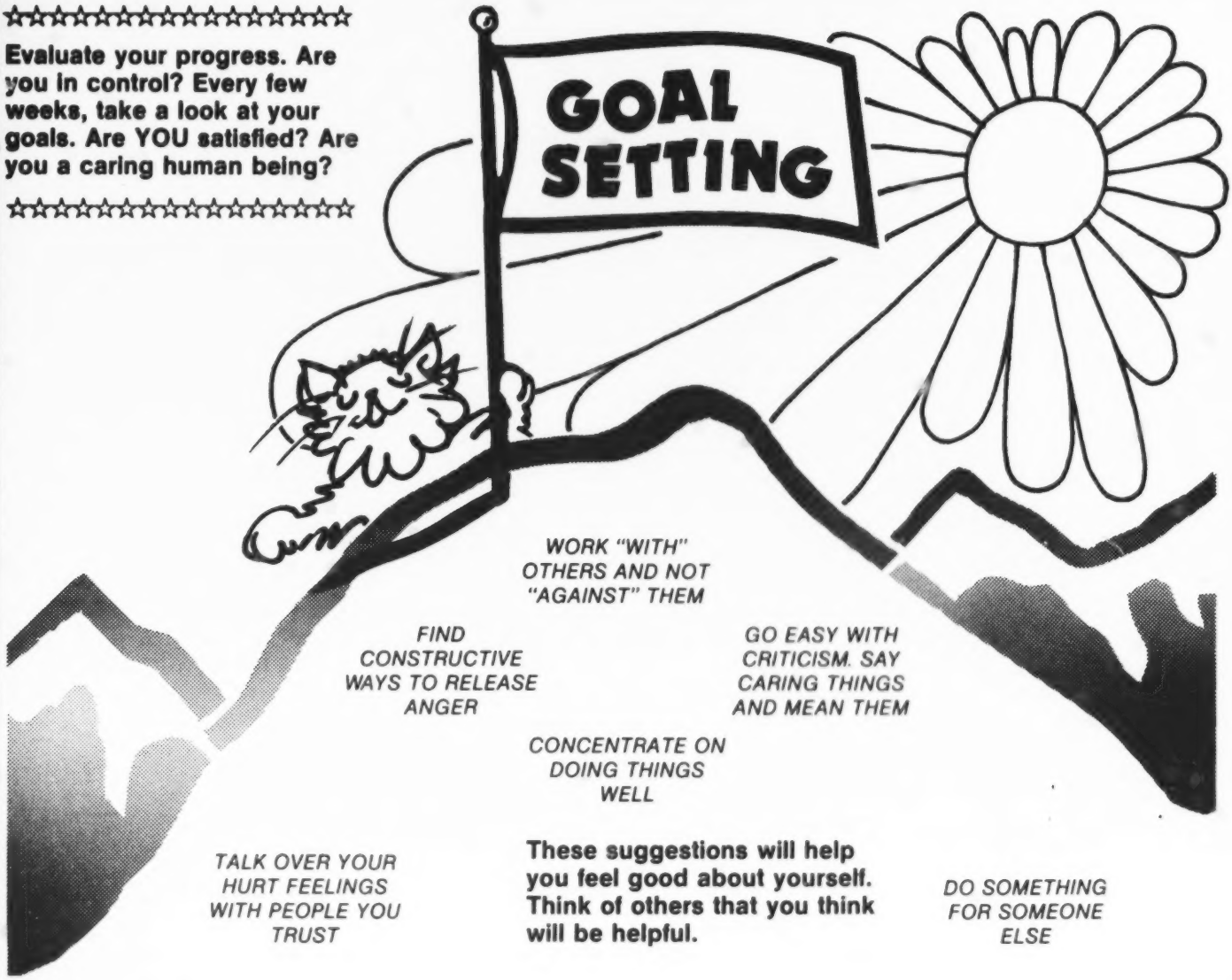
GOAL SETTING
WORK "WITH" OTHERS AND NOT "AGAINST" THEM
FIND CONSTRUCTIVE WAYS TO RELEASE ANGER
GO EASY WITH CRITICISM. SAY CARING THINGS AND MEAN THEM
CONCENTRATE ON DOING THINGS WELL
TALK OVER YOUR HURT FEELINGS WITH PEOPLE YOU TRUST
These suggestions will help you feel good about yourself. Think of others that you think will be helpful.
DO SOMETHING FOR SOMEONE ELSE

1. **Did this unit help you to understand yourself and others better? Explain.**

2. **Which conflict management strategies have you found to be the most effective?**
   a)
   b)
3. **Which strategies have you found the most difficult to use?**
   a)
   b)
4. **What methods have you found to be most effective in handling your anger constructively?**
   a)
   b)
5. **This unit helped me most in the following ways:**
   a)
   b)
   c)

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POST TEST

Part I

Directions: Read each statement carefully.
Circle T if you think the statement is true, and F if you think it is false.

T F 1. Conflict is a natural part of life.
T F 2. All conflicts end in violence.
T F 3. There are at least two sides in every conflict.
T F 4. It is possible to eliminate conflict.
T F 5. Behavior can be either appropriate or inappropriate, depending on where it happens.
T F 6. Inappropriate behavior can cause conflict.
T F 7. Behavior cannot be changed.
T F 8. People all over the world have the same basic needs.
T F 9. Unmet needs can cause a conflict.
T F 10. There are many non-violent alternatives available to solve a conflict.
T F 11 It is not possible for everyone to win in a conflict.
T F 12. Calling someone a name is a form of violence.
T F 13. Frustration always leads to violence.
T F 14. It is important to learn not to get angry.
T F 15. Adults never have conflicts.
T F 16. Conflict can be constructive as well as destructive.
T F 17. Conflicts can escalate or de-escalate, depending on what is said or done.
T F 18. Fighting fair means respect for others and for ourselves.
T F 19. In resolving a conflict it is important not to embarrass or humiliate the other person.
T F 20. Learning to handle conflict constructively takes a lot of practice and skill.

Part II

Directions: Place the number of the definition in the blank.

	WORD	DEFINITION
_____	consequences	1. a plan of action to solve a problem
_____	strategy	2. disagreement, struggle over things, ideas, values
_____	conflict	3. the results of what we do
_____	resources	4. choices we have in dealing with a problem
_____	alternatives	5. total ways of acting, everything we do
_____	frustration	6. not being able to get or do what we want when we want it
_____	scapegoat	7. when two people give up something to resolve a conflict
_____	behavior	8. all the things we use to help us solve a problem; includes our intelligence, skills, experiences, etc.
_____	compromise	9. what we believe to be important
_____	values	10. a person or thing made to bear the blame for the mistake of others

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Creative Conflict Solving For Kids

Fran Schmidt and Alice Friedman

Illustrations and Graphic Design by
Kay Knickerbocker Cranford
Sondra Fratkin
Chris Heyne

Creative Conflict Solving For Kids challenges your students to deal creatively and constructively with conflict. This interdisciplinary resource book contains 40 reproducible student worksheets which can easily be incorporated into your social studies, science and language arts curriculum.

Your students will be actively involved in brainstorming, role playing, problem solving, and decision making as they learn the skills of creative communication, up-listening, fighting fair, critical thinking, and cooperation.

The authors provide many practical and meaningful experiences to help your students:

- ✔ develop positive inter-personal skills
- ✔ respect human differences
- ✔ understand the causes of conflict
- ✔ practice conflict resolution strategies
- ✔ learn ways to handle frustration and anger
- ✔ explore conflict as a positive force for change within the democratic process

An extensive teacher's guide with many enjoyable activities is included. **Creative Conflict Solving For Kids** provides an excellent framework to help your students create a more peaceful world.